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International

First Edition

Pashto: An Intermediate Course

د پښتو منځنی کورس

Student's Edition
د زده کوونکو لپاره



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PREFACE

Pashto: An Intermediate Course is the second textbook in this series, designed in alignment with the ACTFL guidelines for the oral proficiency interview (OPI). This textbook aims to elevate learners to an intermediate level (ILR 1) in Pashto. Users of this book are assumed to either have a foundational knowledge of the Pashto language or to have completed LMI's introductory Pashto course.

The Pashto language, historically, has not had its fair share of comprehensive, methodologically sound resources. Recognizing this deficit, Language Mentors International (LMI) crafted this textbook, focusing primarily on adult learners keen on delving deep into this rich language.

Our mission was straightforward: to conceive a proficiency-based textbook that is comprehensive, structured, and pioneers pedagogical innovation. We sought not just to enhance linguistic skills but also to nurture critical and transformative thinking, offering a rounded educational journey.

While this resource is tailored for adult learners, spanning from beginners (ILR 0+) to intermediates (ILR 1), it also stands as an essential tool for educators, language institutions, and everyone enthralled by the Pashto language.

Crafting this book was an enriching experience, punctuated by rigorous debates, discussions, and continuous refinements. Every choice we made was anchored by our profound commitment to the Pashto language and our unwavering pursuit of quality.

Our approach integrates esteemed pedagogical frameworks like Bloom's Taxonomy and Mezirow's transformative learning models. The goal is not merely to teach Pashto but to foster a transformative and profound understanding of the language, emphasizing higher-order cognitive skills.

Embarking on this journey as our inaugural venture into the realm of language education, we approached every phase with utmost diligence. Embracing the spirit of continuous improvement, we greatly value your feedback. Your insights and experiences will be instrumental in enhancing the future iterations of this book.

THE PASHTO LANGUAGE: AN OVERVIEW OF SPEAKERS, CHARACTERISTICS, AND PEDAGOGICAL APPROACHES

Pashto, one of the two official languages of Afghanistan and spoken in parts of Pakistan, has a rich history and linguistic diversity (Khan, 2013). It is primarily the language of the Pashtun ethnic group, which comprises a significant portion of Afghanistan and Pakistan's population.

Distribution of Speakers:

Pashto speakers, commonly referred to as Pashtuns or Pathans, are predominantly found in Afghanistan and the bordering regions of Pakistan, specifically in the Khyber Pakhtunkhwa and Baluchistan provinces (Ahmed, 2010). The number of Pashto speakers worldwide is estimated at around 40-60 million (Rahman, 1995). Additionally, due to migration and diasporas, there are small communities of Pashto speakers in the Middle East, Europe, and North America.

Linguistic Characteristics:

Pashto belongs to the Indo-Iranian branch of the Indo-European languages (Khan, 2013). It has a complex phonetic system, with several distinct vowels and consonant clusters that can be challenging for non-native speakers to pronounce (Hallberg, 1992). The Pashto script is adapted from the Arabic script with additional letters (Penzl, 1955). Furthermore, it is marked by its use of ergativity, which can be unfamiliar to speakers of nominative-accusative languages (Robson & Tegey, 2009).

Dialects of Pashto

Pashto encompasses two primary dialects: northern and southern. The northern variety, often termed the Yousafzai or Peshawari dialect, finds its speakers among the Pashtuns in Afghanistan's eastern and northeastern regions, inclusive of Kabul. Additionally, it's prevalent in Pakistan's eastern and southeastern zones, notably in Khyber Pakhtunkhwa (García and Munir 2016).

Conversely, the southern variant, sometimes referred to as the Qandahari Khattak dialect, is dominant in areas like southeastern Afghanistan, including locales such as Kandahar. In Pakistan, this dialect is spoken predominantly in the southeast and southwest, especially in cities like Khyber Pakhtunkhwa and Quetta Baluchistan. Both these main dialects are divided into several sub-dialects. To illustrate, under the southern bracket, we find dialects like Durrani, Kakar, and Khattak, among others. In contrast, the northern bracket includes dialects like Yusufzai, Khosti, and Afridi, to name a few (CeLCAR 2020; Dupree 2002).

Though there are variances across these dialects, most remain mutually intelligible. However, certain isolated dialects, such as the Waziri from Waziristan, Pakistan, and the Wardak, might pose comprehension challenges for broader Pashto-speaking audiences.

Intriguingly, Pashto doesn't align with a universally acknowledged standard form. While many languages, like English, have a recognized standard version, Pashto's diverse speakers often view their respective dialect as the benchmark. The Kandahari dialect is perhaps the closest to a universally accepted form, given its elevated status and frequent usage in written forms by the Pashtun community (Tegey and Robson 1996).

This absence of uniform standardization, especially in written contexts, complicates the process of teaching and assimilating Pashto. Authentic content, including newspapers and digital articles, often displays variance in orthography and punctuation, reflecting the predominant regional

dialect. This inconsistency poses challenges for non-native learners attempting to gauge grammatical correctness. While the inception of Pashto academies in the mid and late 20th century, located in Peshawar and Kabul respectively, did usher in some standard orthographical norms, these guidelines often go overlooked. Many digitally available articles, often translations from diverse languages, lack thorough editing by proficient native Pashto individuals (University of Peshawar 2021).

Pedagogical Approaches:

Traditionally, Pashto was taught through rote memorization and oral repetition, especially in regions with limited access to formal education (Ahmed, 2010). In contemporary pedagogical approaches, there's a focus on communicative language teaching, which prioritizes real-life language use over structured grammar drills (Khan & Rahman, 2011). Given the complex phonetic characteristics of Pashto, pronunciation is often an emphasized component of modern curricula, utilizing both auditory tools and phonetic exercises (Hallberg, 1992). With the advent of technology, online platforms and language apps have started emerging, offering interactive lessons for global learners (Khan, 2018).

HOW TO USE THE TEXTBOOK

Designed to be user-friendly, we recommend learners progress from novice to advanced levels for the best experience. This textbook is more than just an educational tool—it's a gateway to the rich tapestry of Pashto culture and worldview.

Maximizing Learning Experience:

This textbook is best utilized with guidance from a proficient Pashto mentor. It thoughtfully combines colloquial and formal Pashto, starting each lesson with everyday vernacular before transitioning to its formal counterpart. This dual approach illuminates the nuances of written and spoken expressions.

Each lesson is structured to spark curiosity, beginning with essential questions. After a series of activities, a self-assessment helps gauge your understanding.

To fully engage with the material, learners must:

- Seek external resources to enrich understanding.
- Engage deeply with the content to enhance linguistic skills and sociocultural knowledge related to Afghanistan.
- Pay special attention to the Language and Cultural Notes sections, as they provide insights into Pashto language subtleties and Afghan culture.

For optimal results, learners must:

- Follow the chapters and lessons sequentially.
- Avoid skipping sections.

- Begin with Chapter One, Lesson 1.
- Emphasize Pashto reading and pronunciation, limiting dependence on transliteration.
- Consult the Language and Culture Notes sections diligently.

Lastly, the included audio files are instrumental for honing pronunciation.

ORGANIZATION OF LESSONS

1. Essential Questions:

Thought-provoking questions that set the context for the lesson, aiming to spark curiosity and provide a thematic direction for the upcoming content.

2. Focus of the Lesson:

A brief outline highlighting the primary objectives or learning outcomes of the lesson, guiding learners on what to expect and concentrate on.

3. Exchanges (text and audio dialogues):

Scripted dialogues portraying realistic interactions in the target language, complete with audio recordings to assist learners in comprehending pronunciation and conversational context.

4. Language and Culture Notes:

Insights that shed light on the intricacies and nuances of the language and its cultural background, helping learners understand the broader context of what they are studying.

5. Vocabulary Preparation (audio & transliteration):

A section dedicated to introducing new words or phrases relevant to the lesson, accompanied by audio clips for pronunciation clarity and transliteration to aid those still getting accustomed to the language's script.

6. Multiple Learning Activities:

A collection of diverse tasks and exercises tailored to engage learners and reinforce the lesson's content in various ways, catering to different learning styles.

7. Direct Instruction:

Explicit explanations and teaching of specific linguistic or cultural concepts, ensuring a comprehensive understanding of the lesson's core elements.

8. Form-Focused Activities:

Activities specifically designed to practice and refine particular linguistic structures or forms, such as grammar, syntax, or pronunciation.

9. Critical and Higher-Order Thinking Tasks:

Challenging exercises that push learners to engage in analysis, evaluation, or synthesis of the lesson's content, fostering a deeper level of comprehension.

10. Theme-Related Proverb:

A traditional saying or proverb relevant to the lesson's theme, offering cultural insight and connecting the language learning to deeper cultural values and perspectives.

11. Can-Do Statements/Self-Assessment:

Specific competencies or skills learners should have achieved by the end of the lesson. It serves as a self-evaluation tool, helping learners assess their own understanding and progress.

12. Review of the Chapter:

A concise summary recapping the main points and takeaways from the lesson, enabling learners to reinforce their understanding and prepare for subsequent chapters.



13. Interactive Learning:

Kotobee software provides interactivity for some of the learning activities. To access the activities, visit our site at [languagementors.org/products](https://www.languagementors.org/products) for detailed instructions.



This book enhances learning with interactive vocabulary preparation using BookWidgets' audio flashcards. Users can conveniently access these flashcards by clicking on the BookWidgets icon located under the dedicated “Vocabulary Preparation” section. This feature aims to provide an engaging and effective method for reinforcing language skills within the context of the content. It promotes an interactive and dynamic approach to vocabulary acquisition, fostering a more immersive and enjoyable learning experience for readers. The integration of audio flashcards offers a valuable resource for enhancing language proficiency and retention.

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Course Map

Chapter	Themes	Functions	Structure	Skills and Learning Strategies	Critical Thinking Strategies (Language and Culture Notes)
Chapter One Planning a Trip	Lesson 1 Accommodations and Tourism	Plan a trip.	- Simple present - Oblique form: noun or noun phrase	- Brainstorming - Using prior knowledge	Possible challenges visitors may face while in Afghanistan related to hospitality and accommodations.
	Lesson 2 Afghan Hospitality	Demonstrate understanding of cultural practices as related to receiving and welcoming a guest in the Afghan culture.	- Simple present - Directional pronoun: Rā / را /, Dar / در /, and War / ور / with the prepositions of to, on/at, and from/of - Can and Want	- Having questions in mind - Finding the main idea	Values that are underlying the Afghan practices of hospitality. IPA 1
Chapter Two Weather & Geography	Lesson 1 Weather and Seasons	Describe the weather and seasons in Afghanistan and explain how to plan activities, so they are less impacted by weather conditions.	<i>Because</i> and <i>When</i> - Simple future - Time expression: future	- Understanding the intonation - Developing knowledge about the topic - Graphic organizer	Possible challenges related to weather condition and air pollution.
	Lesson 2 Geographical Features and Natural Disasters	Describe Afghanistan's geographical features and explain the opportunities and challenges they bring to people.	- Comparatives and superlatives - Conjunctions	- Brainstorming - Having questions in mind - Applying knowledge to a new situation	Measures to be taken to avoid being affected by natural disasters caused due to the geographical features of Afghanistan. IPA 2

Chapter Three Afghan Weddings	Lesson 1 Preparing for the Wedding	Identify pre-wedding steps and explain how marriages typically come about in Afghan culture.	• Simple past: <i>to be</i> verbs • Adverbs of time: past tense	• Understanding tone of voice • Guessing the meanings of new words • Previewing the heading	The significance of knowing about marriage traditions in Afghanistan. What are some Dos and Don'ts that guests must consider.
	Lesson 2 Wedding Ceremony	Explain the significance of marriage from the Afghan cultural perspective and create some guidelines about Dos and Don'ts when attending an Afghan wedding.	• Simple past	• Making inferences • Classifying • Apply information	Other wedding rituals that may not have been discussed in this lesson. IPA 3
Chapter Four Afghan Music, Dance, and Poetry	Lesson 1 Music in Afghan Society	Identify the significance of music in Afghan society and explain how music reflects culture.	• Simple past	• Asking questions before and during listening • Forming an opinion • Reading the introduction	Potential challenges Afghan singers and musicians may face in Afghanistan.
	Lesson 2 Dance and Poetry	Identify the significance of dance and poetry in Afghan culture and explain how dance and poetry reflect culture	• Simple past	• Listening comprehension • Ask questions • Determine importance	Potential challenges Afghan dancers may face in Afghanistan. IPA 4

Chapter Five Entertainment and Local Festivals	Lesson 1 Sports and Entertainment	Identify sports and entertainment practices that are mostly common in villages and explain how those practices have changed over time	• Simple past	• Watch for important explanations • Cause and effect • Making inferences	How Afghans entertain themselves in Afghanistan and how those practices have changed over time.
	Lesson 2 Local Festivals	Identify important festivals in Afghan culture and explain what celebrations around the world have in common.	• Simple past	• Listening for details • Previewing • Making connections	How festivals and celebrations practices have changed over time, specifically in Afghanistan. IPA 5
Chapter Six Work and Professions	Lesson 1 Career Planning – Official Jobs	Explain how Afghans prepare themselves for a career.	• Present perfect • Past perfect	• Synthesizing information • Connecting to the topic • Using a graphic organizer	How youths plan for their career in Afghanistan and the factors that influence their decisions.
	Lesson 2 Self-Employment	Explain what jobs and careers are available in rural areas.	• Past perfect • Past perfect progressive	• Determining importance • Using a T-Chart	How youths plan for their career in rural Afghanistan. What factors they consider and how those factors are similar or different from your culture. IPA 6

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CHAPTER ONE

لومړۍ څپرکۍ

PLANNING A TRIP

د سفر پلان کول



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.

Chapter Objectives

- Understand the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *planning a trip* to Afghanistan by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about *planning a trip* to Afghanistan, creating sentences and series of sentences and asking a variety of follow-up questions.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Chapter Objectives

- Tell a story about my life, activities, events, and other social experiences related to *planning a trip* to Afghanistan, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Interact:** **I can** interact at a survival level in some familiar everyday contexts.

Chapter Objectives

- Compare products and practices in my own and other cultures related to *planning a trip* to Afghanistan.

LESSON 1

لومړۍ درس

ACCOMMODATIONS AND TOURISM

استوګنځي او سياحت

CHP 1. L 1. ESSENTIAL QUESTIONS

- How do Afghans travel?



Discuss the following questions with a partner. Write down the main points on a piece of paper.

- What are some reasons that you take a trip?
- How do you plan a trip?
- What do you love or hate when traveling?

CHP 1. L 1. FOCUS OF THE LESSON

In this lesson, you will plan a trip to your chosen destination in Afghanistan. You will also learn about cultural practices related to travel. The grammatical aspect of the lesson will focus on the present simple tense and a review of the oblique form of nouns in Pashto.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 1. L 1. Lesson Learning Checklist).

CHP 1. L 1. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand.



My Trip

زما سفر

زه خالده وفايم او د اوږدې مودې راهيسي په امريکي کې اوسېږم. زما ترونه / کاگان په جلال آباد کې اوسيږي. بله مياشت زما د تره د زوی واده ده او زه له خپلې کورنۍ (ماشومان او مېړه) سره افغانستان ته ځو او په واده کې گډون کوو.

ددې سفر لپاره لومړی د خپل د کار څخه د یوې میاشتنۍ لپاره رخصت اخلم بیا د پاسپورت بندوبست کوم ځکه چې زما پاسپورت کې وخت لږ پاتې ده. مونږ د افغانستان ویزی ته اړتیا نلرو. زه د ویب پاڼې له لارې ټکټ اخلم او بیا د خپلو دوستانو لپاره ځېنې سوغاتونه اخلم ځکه چې مونږ پس د ډېرې مودې افغانستان ته ځو. خپلوان زما لیدو ته راځي او مونږ باید هر یو ته یوه تحفه ورکو. تحفه ورکول د افغانستان د فرهنگ یو اساسی جز دی.



Language and Culture Note 1.

Travel to Afghanistan

When traveling to visit relatives and friends in Afghanistan it is customary to bring them souvenirs and gifts (سوغاتونه). It is also tradition for traveling Afghans to send gifts and souvenirs home to relatives or friends. When the visiting person arrives in Afghanistan, relatives (خپلوان) and friends pay a visit and expect gifts. Sometimes relatives compare their gifts and, indirectly, express dissatisfaction (خپگان) if their gifts are not as good as others. Taking gifts is a custom (رواج) and tradition that puts pressure on the traveler (i.e., spending money to buy gifts, paying extra luggage fees, heavier luggage to carry, etc.).

CHP 1. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on regional dialect (Eastern/Western dialect). In cases where there is a difference, the Eastern dialect is provided first, followed by the Western dialect.

English	Transliteration	پښتو
long	auḡd	اوږد ۱
short	lanḡ	لنډ ۲
time	modah	موده ۳
aunt	tror	ترور ۴
uncle	trah	تره ۵
uncle	akā	اکا ۶
wedding	wādah	واده ۷
engagement	koḡdah/kozdah	کوږده/کوزده ۸
participate	gaḡun kawal	گډون کول ۹
arrangement	bandobast kawal	بندوبست کول ۱۰
gift	sawḡāt	سوغات ۱۱
gift	tohfah	تحفه ۱۲
basic part	asāsi joz	اساسی جز ۱۳

Listening Strategies

Brainstorming

Think of many ideas you can about the topic. You can brainstorm alone or with a partner, or in a group. Group brainstorming is more effective as each person can give as many ideas as possible. There are no good or bad ideas.



Learning Activity 3. Match the words/phrases. Look up some words online using a Pashto online dictionary.

uncles	لنډ
participate	بندوبست کول
gifts	پلار
long	واده
nephew	گډون کول
arrangement	ترونه
gift giving	د اکا زوی
short	اوږد
father	تحفه ورکول
wedding	سوځاتونه



Learning Activity 4. Define the following English words in Pashto.

gift	پاسپورټ
uncle	ویزه
travel	ټکټ
passport	اکا
visa	سفر
ticket	سوځات



Understanding the Listening



Learning Activity 5. Listen to the passage at the beginning of the lesson (CHP 1. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
Khalida has lived in the United States for a few months.	
The family needs a visa to travel to Afghanistan.	
Khalida is considering buying gifts for each of her relatives.	
Her husband accompanies her on this trip.	
Afghans must give gifts to relatives who visit them.	
Khalida must request leave from her work before planning the trip.	
The family travels to Afghanistan for work.	
Khalida's cousin is getting married this year.	
Khalida's aunts and uncles live in Jalalabad.	
Khalida must buy her airfare ticket from an agent.	



CHP 1. L 1. DIRECT INSTRUCTION

A. Action Verbs – Simple Present Tense

We introduced the Simple Present Tense in the accompanying Pashto Introductory textbook. In this lesson, we provide some more verbs related to travel and accommodation. As a reminder, Pashto verbs are transitive and intransitive depending on their usage and context. Transitive verbs are those that require an object to act upon. Intransitive verbs do not need an object/thing and can function independently. Please review the Pashto Introductory textbook for detailed information about action verbs.

English	Present Stem	Transliteration	Verb (Infinitive)
wedding	واده کو-	wādah kawal	واده کول
engagement	کوژده کو-	koždah kawal	کوژده کول
to go	خـ	tlal	تلل
to participate	ګډون کو-	gaḍun kawal	ګډون کول
to buy	اخلـ	axestal	اخيستل
to take off	رخصت اخلـ	roxsat axestal	رخصت اخيستل
buy tickets	ټکټ اخلـ	ṭakaṭ axestal	ټکټ اخيستل
get visa	ویزه اخلـ	wizah axestal	ویزه اخيستل
arrangement	بندوبست کو-	bandobast kawal	بندوبست کول
to need	اړتیا لر-	aṛtyā darlodal	اړتیا درلودل
to buy gift	سوغات اخلـ	sawgāt axestal	سوغات اخيستل
to come	راځـ	rātlal	راتلل
to give	ورکو-	warkawal	ورکول
to give gift	تحفه ورکو-	tohfah warkawal	تحفه ورکول
ride	سپرېږ-	sparedal	سپرېدل
to fly	پرواز کو-	parwāz kawal	پرواز کول
request	درخواست کو-	darxwās kawal	درخواست کول

 **Learning Activity 6.** Match each phrase with its English equivalent. Feel free to look up words online using a Pashto dictionary such as google translate.

My son is arranging the travel.	زه رخصتی اخلم.
I must take leave from work.	آيا تاسو خپل دوستان ته سوغات لېږي؟
To give gifts is part of our culture.	خپلوان مو لېږو ته راځي.
Do you send gifts to your family?	زما زوی د سفر بندوبست کوي.
Our family comes to visit.	زه بايد د کار نه رخصت اخلم.
My wife buys two tickets today.	سوغات ورکول زموږ د کلتور يوه برخه ده.
I take [days] off.	موږ د افغانستان وېزې ته اړتيا نه لرو.
We don't need to get an Afghanistan visa.	مېړه مې نن دوه ټکټونه اخلي.

 kotobee

 **Learning Activity 7.** Fill in the blanks with the appropriate verbs:

(To get married)	زه په جنوري کې _____.	۱
(To participate)	دوی زما د ورور په کوربه کې _____.	۲
(To need)	موږ ته د امریکې دوه ټکټونه _____.	۳
(To need/not need)	زما ماشومان وېزې ته _____.	۴
(To fly)	موږ په الوتکه کې _____.	۵
(To take/get/buy)	موږ بايد خپل خپلوانو لپاره سوغات _____.	۶

 **Learning Activity 8.** Listen and fill the gaps. Look up some words using an online dictionary.

۱ زه د _____ (one week) لپاره _____ (off) اخلم.

۲ مونږ ټول افغانستان ته _____ (to go) او په واده کې _____ (to participate).

۳ زه یوه میاشت مخکې پاسپورت لپاره _____ (to apply).

۴ زما کورنۍ بازار ته _____ (to go) او خپلوان لپاره _____ (to buy gifts).

۵ زه د ویپ پانې له لارې _____ (to buy tickets).

Language and Culture Note 2.

Accommodations and Tourism in Afghanistan

When it comes to accommodations and tourism in Afghanistan, travelers can find a range of options that cater to different preferences and budgets. Major cities like Kabul, Herat, and Mazar-e-Sharif offer a variety of hotels, guesthouses, and resorts, ranging from budget-friendly to luxury accommodations. It is advisable to book accommodations in advance and check for safety and security (امنيت) measures provided by the establishments. Additionally, Afghanistan boasts breathtaking natural landscapes, historical sites, and cultural attractions that draw tourists. From exploring the ancient city of Balkh to visiting the stunning Band-e-Amir National Park, there are numerous opportunities for adventure and cultural immersion. It is essential to research and plan, accordingly, considering the local customs, security situation, and available tourist services.



B. Oblique Form of Noun or Noun Phrase

In this lesson, we want to refresh your memory about an important aspect of Pasht grammar. The oblique case does not exist in English the way it is used in ; therefore, it is hard to explain this concept in simple terms. An oblique is a noun or noun phrase related to the verb **by a preposition**. For instance, *He provided food to me*. *Food* is the direct object, and *Me* is oblique.

There is a fine line between Oblique and Indirect Objects. If the prepositional phrase provides more information about the verb, then the noun or noun phrase is oblique.

See below:

Example: "I catch a fish for the cat," and "I catch the cat a fish"

In the first sentence, *fish* is the direct object, and *cat* is oblique.

In the second sentence, *cat* is an indirect object, and *the fish* is a direct object.



Learning Activity 9. Let's review the passage presented in the Introduction and identify parts of speech. A couple of the nouns/noun phrases (in oblique forms) are highlighted for you. Please review and then complete the following table.

My Trip

زما سفر

زه خالده وفايمه او د اوږدې مودې راهيسې په امريکې کې اوسېږم. زما ترونه / اکاگان په جلال آباد کې اوسيږي. بله مياشت زما د تره د زوی واده ده او زه له خپلې کورنۍ سره (ماشومان او مېړه) افغانستان ته ځم و په واده کې گډون کوم. مېړه مې جلال خان نومېږي او هغه غواړي چې په افغانستان کې پاتې شي او هلته کار وکړي.

ددې سفر لپاره لومړی د خپل د کار څخه د يوې مياشتې لپاره رخصت اخلم بيا د پاسپورت بندوبست کوم ځکه چې زما پاسپورت کې وخت لږ پاتې ده. مونږ د افغانستان ويزې ته اړتيا نلرو. زه د ويب پاڼې له لارې ټکټ اخلم او بيا د خپلو دوستانو لپاره ځينې سوغاتونه اخلم ځکه چې مونږ پس د دېرې مودې افغانستان ته ځو. خپلوان زما ليدو ته راځي او مونږ بايد هر يو ته يوه تحفه ورکو. تحفه ورکول د افغانستان د فرهنگ يو اساسی جز دی.

Singular Noun	Plural Noun	Oblique Noun	Pronoun	Verb	Adjective	Pre/ Postposition
		مودې				
		امريکې				

ACCOMMODATIONS AND TOURISM

استوګنځی او سیاحت

CHP 1. L 1. ESSENTIAL QUESTIONS

- What are the key factors to consider for tourists planning a trip to Afghanistan?



Learning Activity 10. Look at the picture and discuss the following questions with a partner. Write down the main points on a piece of paper.

- What story does the picture tell?
- What are some common travel practices?

Reading Strategies

Using Prior Knowledge

Before you begin reading, use prior knowledge to answer some questions about the topic. Look up some information online. This will provide a framework for any new information you read and help you to understand the text better.

CHP 1. L 1. READING



Learning Activity 11. Read the following text and answer the T (ص) / F (غ) questions. You can also look up some words using an online dictionary.

At the Airport

په هوايي ډگر کې

اوس د خپل ولايت هوايي هډې ته ځو. د هوايي ميدان ځواکونه زموږ بکسونه گوري او چک کوي. کوم شيان چې قانوني جواز نه لري هغه لري کوو بيا د طيارې دروازې ته ځو او د خپل د نوبت په اساس د هوايي کرښې استازي ته ځو او خپل ټول اسنادونه هغه ته ورکوو بيا هغه زما ټکټ گوري او د څوکۍ د نمبر لارښوونه کوي او بيا طيارې ته ځو او د خپلې څوکۍ نمبر پيدا کوو او د خپل د لاس بکس د طيارې په روک کې ږدو او بيا جهاز الوتنه کوي. جهاز يو ساعت لپاره د دوبي هوايي ميدان کې تم کيږي او بيا د افغانستان په لور حرکت کوي او دافغانستان په وخت د سهار په اوو بجو د کابل په هوايي ميدان کې کښيښي. مونږ د طيارې نه کښته کيږو خپل بکسونه اخلو او د ميدان نه وځو. يو گڼ شمير دوستان زما د ښه راغلاست لپاره راځي. دهغوۍ سره ستري مه شي کوو او بيا هغوی په ډير عزت مونږ تر کور پورې بدرگه کوي.

Statement جمله		True صحيح / False غلط
1.	Khalida and her family are on their way to the airport.	
2.	Khalida explains some security measures at the airport.	
3.	The family has a non-stop flight to Kabul.	
4.	The flight has one stop in Europe before heading to Kabul.	
5.	Khalida explains some boarding procedures.	
6.	The family reaches Kabul airport in the afternoon.	
7.	The family will hire a taxi to get to their hotel in Kabul.	
8.	The family has no luggage.	
9.	The family has carry-on luggage.	
10.	Some family members will meet Khalida and her family.	



Learning Activity 12. Re-read the text and organize information in chronological order. The family's first activity has been added to the table. Write the rest in, using your own wordings. Look up some words online.



خالده او کورنئ یی د هوایی دگر په لور ځي.	۱
	۲
	۳
	۴
	۵
	۶
	۷
	۸
	۹
	۱۰

CHP 1. L 1. APPLYING KNOWLEDGE



Learning Activity 13. Pretend that you are Khalida and would like to apply for an Afghan passport for yourself. Work with a partner or alone and complete the following passport application. For this activity, use fictitious information and provide as much information as possible. Look up some words and phrases online. Follow the example.

Islamic Republic of Afghanistan Passport Application Form		د افغانستان اسلامي جمهوریت د پاسپورټ غوښتنی فورم	
1- Personal Details		1- بشپړ شهرت:	
تورزی		کورنی نوم یا تخلص:	
غلام جیلانی		نوم:	
		د پلار مکمل نوم:	
		د نیکه مکمل نوم:	
		د زیږدنی نېټه:	
		د زیږدنی د ځای معلومات:	
		هېواد	
		ولایت	
		ولسوالی/ناحیه	
		کلی	
		مدني حالت: ☐ مجرد ☐ کورنۍ ☐ متاهل ☐ جلا شوی ☐ کونډ/کورنۍ	
		جنس: ☐ ښځه ☐ نارینه ☐ نامعلوم	
		ماشوم: (تر 18 کالو لږ) ☐ هو ☐ نه	
		داوسیدلو هیواد:	
		د بل هیواد تابعیت:	
		ونه (سانتي متر):	
		د ورېښتیانو رنګ: ☐ تور ☐ ژیړ ☐ خرمایي ☐ سور ☐ سپین ☐ مشکي	
		د سترګو رنګ: ☐ آسماني ☐ خرمایي ☐ شین ☐ خاکستري ☐ فنډقي ☐ نور	
		توري بیلیدونکي نشی:	
		2- د اړیکې معلومات:	
		اوسنی پته:	
		مخکنی پته:	
		ایمیل:	
		موبایل:	
		د کور تیلیفون:	
		فکس:	
		3- د دندې معلومات:	
		شغل / دنده:	
		کار ځای / اداره:	
		د کار ځای / ادارې پته:	
Employers Address:			
		د رسمي استفادي لپاره For Official Use Only	
		د اسنادو اخیستونکي:	
		نېټه / /	
		د سند شمېره:	
		د هویت تثبیت: ☐ بشپړ شهرت	
		اصلي تذکره ولیدل شوه. ☐	
		د اسنادو کاپي واخیستل شو. ☐	
		1- ☐	
		2- ☐	
		3- ☐	
		4- ☐	
		5- ☐	
		6- ☐	
		7- ☐	
		8- ☐	
		9- ☐	
		10- ☐	
		د معلوماتو ثبت کونکي:	
		د ثبت شمېره:	



Learning Activity 14. In your own words, write what kind of holiday or vacation you are looking for. Include necessary information such as *what, when, where, how, why*, etc.

CHP 1. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 15. In English, compare Afghans' cultural practices related to travel and accommodation with your community. What similarities and differences do you notice?

CHP 1. L 1. EVALUATING



Learning Activity 16. In English, describe the significant differences in the information reported on an Afghan Passport and a passport in your own country. Explain why you think those differences exist. For example, which family members are mentioned in each document, and what does this tell us about the societies they belong to?

CHP 1. L 1. CRITICAL THINKING



Learning Activity 17. Research on the internet or brainstorm with your partner about challenges visitors may face while in Afghanistan and recommend some ways to mitigate those challenges. In English, write your findings in the following space:

CHP 1. L 1. CREATING



Learning Activity 18. Based on your learning and experiences, share your insights for foreigners planning to visit Afghanistan, particularly focusing on the best destinations, accommodation options, and activities. Additionally, provide guidelines in Pashto regarding dos and don'ts for a safe and respectful visit to Afghanistan.

Dos ويي کړئ	Don'ts دا مه کوئ



Learning Activity 19. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

په پوښتنه سرى مكې ته رسنږي.

Transliteration: pah poŝtanah saray make tah raseži.

Literal: By asking, a person can find the way to Mecca.

Meaning: This proverb essentially means that by seeking advice or asking questions, a person can find the right path or direction in their life. The proverb encourages curiosity, learning, and the seeking of wisdom from others.

Mecca is used here as a metaphor for a goal or destination. It is a significant place in Islam, being the birthplace of Prophet Muhammad (PBUH) and the site of the Kaaba, which Muslims around the world face during their daily prayers. The pilgrimage to Mecca, or Hajj, is a religious duty that each Muslim is to perform at least once in their lifetime if they are physically and financially able to do so.

The proverb is saying that you can reach your goals, no matter how distant or difficult they seem, if you're willing to seek guidance, ask for help when needed, and continually learn from others.

CHP 1. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can plan a trip to Afghanistan and talk about activities that I will do there.	
2.	I can explain how and why Afghans often travel to Afghanistan.	
3.	I can explain some Afghan cultural practices related to travel and compare them with my cultural practices.	
4.	I can provide some tips to visitors who plan to travel to Afghanistan.	
5.	I can read a Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

LESSON 2

دوهم درس

AFGHAN HOSPITALITY

د افغانانو مېلمه پالنه

CHP 1. L 2. ESSENTIAL QUESTIONS

- What does hospitality mean in Afghan culture?



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Discuss the following question with a partner. Write down the main points on a piece of paper.

- What are some practices to welcome a guest in the Afghan culture?

CHP 1. L 2. FOCUS OF THE LESSON

In this lesson, you will demonstrate understanding of cultural practices as related to receiving and welcoming a guest in the Afghan culture. The grammatical aspect of the lesson will focus on the present simple tense and a review of Ra/Dar/War and Can and Want in Pashto.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 1. L 2. Lesson Learning Checklist).

CHP 1. L 2. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand.



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At Kabul International Airport

د کابل په نړیوال هوایي ډگر کې

مونږ اوس د کابل په نړیوال هوایي ډگر کې یو. د کورنۍ شاوخوا لس غړي، زما ترڅو او د دوی زامن هم دلته په هوایي ډگر کې زموږ د هرکلي لپاره حاضر دي. کابل ډېر ښه هوټلونه لري، خو موږ له خپل مشر تره سره پاتې کېږو. که څه هم زما نور ترڅو غواړي چې موږ له هغوی سره پاتې شو، موږ باید د درناوي لپاره زما د مشر تره سره پاتې شو. نور خپلوان موږ ته په افغانستان کې د پاتې کېدو پرمهال د غرمې د ډوډۍ لپاره خپلو کورونو ته بلنه راکوي. ځینې وختونه، موږ د شپې له دوی سره پاتې کېږو، مګر زموږ اصلي ځای زموږ د مشر تره کور دی. موږ د هر خپلوان لپاره تحفي او سوغاتونه لرو او باید دوی ته یې ورکړو کله چې دوی زموږ لیدو ته رځي.

Language and Culture Note 1.

Afghan Culture

In contrast to western culture (لویدیځ کلتور), Afghan culture is highly collectivistic (اجتماعي), and Afghans often put their family's interest before their own. Afghans also take great pride (ویار) in hospitality (میلنه پالنه). In the Afghan culture, guests (میلمانه) are considered dear friends of Allah and Afghans seek to host a guest quite early in their friendship (ملگرتیا).

CHP 1. L 2. VOCABULARY PREPARATION

 **Learning Activity 2.** Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity.

English	Transliteration	پښتو
international	naṛəywāl	نړیوال ۱
airport	hawāi ḍagar	هوایي ډگر ۲
around	šāwxwā	شاوخوا ۳
welcoming	harkaly	هرکلي ۴
present	hāzar	حاضر ۵
to stay	pātekedal	پاتې کېدل ۶
respect	dranāwi	درناوي ۷
during	par mahāl	پر مهال ۸
invite me	balanah rākawal	بلنه راکول ۹
original	asli	اصلي ۱۰
gift	tohfah/saoḡāt	تحفه / سوغات ۱۱
to visit	lidanah kaoal	لیدنه کول ۱۲

Listening Strategies

Having Questions in Mind

Try to have questions in mind when you listen to a passage, conversation, or presentation. When you listen, try to find answers to your questions. This will keep you focused and help you to understand the information better.



Learning Activity 3. Match the words/phrases. Look up some words online using a Pashto online dictionary.

to stay	هوايي ډگر
respect	شاوخوا
present	هرکلي
to invite me	حاضر
around	پاتي کېدل
welcoming	درناوي
during	پرمهال
gifts	بلنه راکول
airport	اصلي
original	سوځانونه



Learning Activity 4. Define the following.

international	هوايي ډگر
respect	هوټلونه
original	زامن
airport	درناوي
hotels	اصلي
sons	نړيوال



Understanding the Listening



Learning Activity 5. Listen to the passage at the beginning of the lesson (CHP 1. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحيح / False غلط
The family is on their way to Kabul.	
There is no one to welcome them at the airport.	
The family plans to stay with a relative.	
The family will stay in a nice hotel in Kabul.	
Afghans must give gifts to relatives who visit them.	
Other relatives will invite the family over for dinner.	
The family will mainly stay with the elder uncle.	
Several relatives showed up at the airport to greet the family.	
It is customary to give gifts to those who visit the guests.	
The family wants to stay with their cousins.	

Language and Culture Note 2.

What Do Afghan Serve to their Guests?

Afghans generally (په عمومي توکۀه) serve their guests homemade sweets, cakes, nuts, and fruits. Kebabs, curries, and different types of rice (وريځي) are also common (معمولي) foods (خواره) served in Afghanistan. It is customary for Afghans to treat their guests (مېلمانه) with respect (درناوی) and offer them the best food that they can provide. Meals often include a variety of dishes that are served with rice.



CHP 1. L 2. DIRECT INSTRUCTION

A. Action Verbs – Simple Present Tense

In this lesson, we provide some more verbs related to travel and hospitality. As a reminder, Pashto verbs are transitive and intransitive depending on their usage and context. Transitive verbs are those that require an object to act upon. Intransitive verbs do not need an object/thing and can function independently. Please review the Pashto Introductory textbook for detailed information about action verbs.

English	Present Stem	Transliteration	Verb (Infinitive)
to want	غواړ—	gōṣtal	غوښتل
to stay	پاتې کېږ—	pātekedal	پاتې کېدل
to respect	درناوي کول—	dranāwi	درناوي کول
welcoming	هر کلی کول—	har kaly kawal	هرکلي کول
to give	ورکول—	warkawal	ورکول
to invite	بلنه ورکول—	balanah warkawal	بلنه ورکول
to give an invite (me)	بلنه راکول—	balanah rākawal	بلنه راکول
to give an invite (you)	بلنه درکول—	balanah darkawal	بلنه درکول
to give a gift (you)	تحفه ورکول—	tohfah warkawal	تحفه ورکول
to attend	حاضرېدل—	hāzredal	حاضرېدل



Learning Activity 6. Match each phrase with its English equivalent. Feel free to look up words online using a Pashto dictionary such as google translate.

We want to stay in Kabul for 2 months.	درناوي کول دېر مهم دی.
I invite him	موږ د خپلو مشرانو درناوی کوو.
I invite you	زموږ خپلوان زموږ هرکلی کوي.
I invite myself	زه خپل ځان ته بلنه ورکوم.
Respect is very important.	زه هغه ته بلنه ورکوم.
We respect our elders.	زه تاسو ته بلنه درکوم.
Our relatives welcome us.	موږ به پيری ځایونو څخه لیدنه کوو.
We will visit many places.	مونږ غواړو چې ۲ میاشتي لپاره په کابل کې پاتې شو.


Learning Activity 7. Fill in the blanks with the appropriate verbs:

(to stay)	موړ درې میاشتي په کابل کې _____.	۱
(to visit)	خپلوان مو _____.	۲
(to give)	موړ د هرچا لپاره سوغات _____.	۳
(to invite)	زما تره موړ ته _____.	۴
(to go)	موړ د خپلو خپلوانو کور ته _____.	۵


Learning Activity 8. Listen and fill in the gaps. Look up some words using an online dictionary.

۱ موړ ټول د خپل اکا په کور کې _____ (to stay).

۲ افغانان تل د خپل مېلمانه _____ (to welcome).

۳ تحفه ورکول د افغانان _____ (important) دود _____ (is).

۴ ډیری _____ (relatives) موړ خپلو کورونو ته _____ (to invite).

۵ موړ درې میاشتي وروسته بیرته متحده ایالاتو ته _____ (to go).

B. Directional Pronoun: Rā / را /, Dar / در /, and War / وړ /

We discussed directional pronouns in Chapter Six, Lesson 2, of the Introductory Pashto Textbook. Here we want to refresh your memory about this important aspect of Pashto grammar and also discuss how the directional pronouns are used in with prepositions of *to* (ته), *with* (سره), *on/at* (باندی), *from/of* (نه/څخه), especially in oral communication. These pronouns always refer to singular subject pronouns such as *I, you (singular), he/she/it*.

Remember: the object form of *I/زه* is *ما* / and *You/ته/تاسی* is *تا/تاسو* /. See the examples in the Formal Form column.

English	Formal Form	Informal/Conversational Form
She teaches (to) me .	(هغه) ما ته سبق راکوي.	(هغه) راته سبق راکوي.
I teach (to) you .	(زه) تا ته سبق ورکوم.	(زه) درته سبق ورکوم.
I teach (to) her .	(زه) هغې ته سبق ورکوم.	(زه) ورته سبق ورکوم.

She wants money from me (she asks me for money).	(هغه) زما څخه پیسې غواړي.	(هغه) رانه پیسې غواړي.
I want money from you (I ask you for money).	(زه) له ستاسو څخه پیسې غواړم.	(زه) درنه پیسې غواړم.
He wants money from her (he asks her for money).	(هغه) له هغې څخه پیسې غواړي.	(هغه) ورنه پیسې غواړي.

She helps (with) me .	(هغه) له ما سره مرسته کوي.	(هغه) راسره مرسته کوي.
I help (with) you .	(زه) له تاسو سره مرسته کوم.	(زه) درسره مرسته کوم.
He helps (with) her .	(هغه) له هغې سره مرسته کوي.	(هغه) ورسره مرسته کوي.

He wants a car from me .	(هغه) له ما څخه موټر غواړي.	(هغه) راڅخه موټر غواړي.
I want a car from you .	(زه) له تاسو څخه موټر غواړم.	(زه) درڅخه موټر غواړم.
He wants a car from her .	(هغه) له هغې څخه موټر غواړي.	(هغه) ورڅخه موټر غواړي.

I am indebted to him.	(هغه) په ما باندې قرض لري.	(هغه) راباندې قرض لري.
He is indebted to me.	(زه) په تاسو باندې قرض لرم.	(زه) درباندې قرض لرم.
He is indebted to her.	(هغه) په هغې باندې قرض لري.	(هغه) ورباندې لري.



Learning Activity 9. Match the sentences.

They will make you delicious food.	درسره مېلمستيا ته ځم.
I go with you to uncle's house.	رانه خپل موټر راکړه.
I go with you to the party/feast.	ورسره د اکا کور ته ځو.
We will give her gifts.	دوی درته خوندوره ډوډی پخوي.
Give me your car.	ورته سوغاتونه ورکوو.



Learning Activity 10. Use [Vocaroo | Online voice recorder](#) to record yourself. This cloud-based free voice recording service allows you to record yourself and share the link with your teacher or classmates for feedback. In this activity, create five Pashto questions and responses on the topic of hospitality and tourism, using Directional Pronouns. See the example below.

د جمعي په شپه ورته وایم.	ورته څه وخت د مېلمستيا بلنه درکوي؟
I will tell him on Friday night.	When do you invite him?

Language and Culture Note 3.

The Importance of Turbans in Afghan Culture

While visiting (لیدنه کول) places (ځایونه) in Afghanistan and participating (گډون کول) in local gatherings (محلي غونډې), you may be offered turbans (پگړۍ) by locals/hosts as a sign of respect (د احترام نښه) and hospitality. As Muslims, Afghans often wear (پگړۍ) turbans to demonstrate that they follow Prophet Mohammad's way of dressing (د (جامو اچولو) طریقې). Afghans even offer turbans to their non-Muslim guests as a sign of hospitality and welcome (ښه راغلاست).



C. *Can*/توانېدل and *Want*/غوښتل /

- *Can/To be able to*/توانېدل/

In this section, we want to refresh your memory about how to use *can* and *want*. The present stem of the auxiliary verb *can/to be able to*/توانېدل is *کولای ش*. Like English, this auxiliary verb can be placed at the beginning of an interrogative statement/question or be added after the subject pronoun/the doer in a statement. The conjugated stem (based on the subject pronoun) is then followed by (چې). The letter *waw*/و is added to the beginning of the main verb to help the

verb represent a future tense. See the example below to understand how *can* has been used with the verb *to eat* for different subject pronouns.

Main Verb (Infinitive Form)	Waw	Object	Che	The Stem Form of Can	Pronoun
خوړل	و	ډوډی	چې	کولای ش	زه

I can eat food.	زه کولای شم چې ډوډی وخورم.
You can eat food.	ته کولای شي چې ډوډی وخورې.
We can eat food.	موږ کولای شو چې ډوډی وخورو.
They can eat food.	دوی کولای شي چې ډوډی وخورې.
He can eat food.	هغه کولای شي چې ډوډی وخورې.

People often drop the word (چې) in conversational discourse. For example, instead of زه کولای شم چې ډوډی وخورم, you may hear زه کولای شم ډوډی وخورم.

The negative statement is formed by adding the letter *n*/ن before ش and then the stem is conjugated based on the personal pronoun. See the following examples:

Negative	Affirmative
زه کولای ن شم چې ډوډی وخورم. I can't eat food.	زه کولای شم چې ډوډی وخورم. I can eat food.
زه کولای ن شم ډوډی وخورم. I can't eat food.	زه کولای شم ډوډی وخورم. I can eat food.

In most cases, native speakers use the (ش) part before (کولای) in a negative statement. See below:

Negative	Affirmative
زه ن شم کولای چې ډوډی وخورم. I can't eat food.	زه کولای شم چې ډوډی وخورم. I can eat food.
زه ن شم کولای ډوډی وخورم. I can't eat food.	زه کولای شم ډوډی وخورم. I can eat food.

• *Want* / غوښتل /

The present stem of the auxiliary verb *to want*/غوښتل is غوار. Similar to *can*, the conjugated stem (based on the subject pronoun) is followed by (چې). The letter *waw*/و is added to the beginning of the main verb to help the verb represent a future tense. See the example below to understand how *want* can be used with the verb *to eat* for different subject pronouns.

Main Verb (Infinitive form)	Waw	Object	Che	The Stem Form of Want	Pronoun
خوړل	و	ږودی	چې	غوار	زه

I want to eat food.	زه غواړم شم چې ږودی وخورم.
You want to eat food.	ته غواړي چې ږودی وخورې.
We want to eat food.	موږ غواړو چې ږودی وخورو.
They want to eat food.	دوی غواړي چې ږودی وخورې.
He wants to eat food.	هغه غواړي چې ږودی وخورې.

People often drop the word (چې) in conversational discourse. For example, instead of *زه غواړم ږودی وخورم چې ږودی وخورم*, you may hear *زه غواړم ږودی وخورم*.

The negative statement is formed by adding the letter *na*/نه before the stem. The stem is then conjugated based on personal pronoun. See the examples below:

Negative	Affirmative
زه نه غواړم چې ږودی وخورم. I don't want to eat food.	زه غواړم چې ږودی وخورم. I want to eat food.
زه نه غواړم ږودی وخورم. I don't want to eat food.	زه غواړم ږودی وخورم. I want to eat food.



Learning Activity 11. Match the statements.

We can help [with] you.	احمد کولای شي په څلورو ژبو خط ولیکي.
We want to see our county.	احمد نه غواړي چې په افغانستان کې پاتې شي.
You can go home [with] me.	مونږ غواړو خپل هیواد وگورو.
Ahmad does not want to stay in Afghanistan.	مونږ کولای شو چې درسره مرسته وکړو.
Ahmad can speak in four languages.	ته کولای شې راسره کور ته لاړ شي.



Learning Activity 12. Match the questions to answers. Look up some words online using a Pashto online dictionary.

ځواب	پوښتنه
ولی نه، زه له هغه سره کمک کوم.	په کوم میاشت کې غواړې افغانستان ته ولاړ شې؟
نه، هغه وېری نه ده.	ایا کولای شې راته د بازار نه سودا واخلي؟
په مارچ کې	ایا غواړې راسره کور ته ولاړ شې؟
هو، زه درته هر شې چې غواړی اخلم.	کولای شې ورسره په کورنۍ وظیفه کې مرسته وکړې؟
نه، زه ډېر مصروف یم.	غواړې چې ډوډۍ وخوري؟

Language and Culture Note 4.

Staying with Family

It is tradition for Afghans to house their guest(s) at their home. Usually (اکثراً), people live with their relatives/extended members of their families when in Afghanistan. Staying in hotels is not customary (دودیز) for Afghans when they travel to Afghanistan. Staying with relatives (خپلوان) is also safer (مطمئن) compared to staying (اوسېدل) in a hotel due to security concerns.

AFGHAN HOSPITALITY

د افغانانو مېلمه پالنه

CHP 1. L 2. ESSENTIAL QUESTIONS

- How does Afghan culture prioritize the comfort and well-being of guests during their stay?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



Learning Activity 13. Look at the picture and answer the following questions.

- If you receive guests, what are some ways to entertain them?
- What are some attractions in your town that visitors may prefer to experience?
- Are there identical places (as you see in the picture) in your town where people may prefer to spend time? Describe them.

Reading Strategies

Understanding Parts of Speech

To guess the meaning of a new word from context, it is crucial to understand whether it is used as a **noun**, **verb**, **adjective**, etc. As a reminder, a **noun** is a person, place, or thing.

An **adjective** describes a noun, and a **verb** shows action. Usually, words are grouped together based on how they function in meaning (parts of speech). For instance, nouns are grouped together (e.g., Afghanistan and Pakistan), adjectives are grouped together (big and wide), and so on. It is rare to see nouns and adjectives grouped together (e.g., Afghanistan and big).

Identifying parts of speech helps readers guess a word's meaning based on its association with other words. For example, in the sentence, "she is beautiful and alluring," we can guess that the word *alluring* means *beautiful*. The same applies to Pashto. For example, we can guess that سوکالي and راحت have the same meaning in the following sentence.

Everyone likes prosperity and comfort. / سوکالي او راحت د هر چا خوښ دی.



CHP 1. L 2. READING



Learning Activity 14. Read the following text and answer the T (ص)/F(غ) questions. You can also look up some words using a Pashto online dictionary.

Jalalabad: Fairs and Feasts are Coming Together

جلال آباد: مېلي او مېلمستيا يو ځای کېږي

باز محمد عابد مشال ريډيو جلال اباد

د جلال اباد ښار بهسودو پل ته څيرمه اوس ميله ځايونه او رستورانټونه شته. هره ورځ ورته گڼ خلک د بيلابيلو خوراكونو له پاره په ميله ورځي. د سولې رستورانټ چلوونکي رفيق الله وايي چې د تيرو لسو کلونو راهيسې ډول ډول کبان او غوښې د مينه والو په غوښتنه تياروي. دی وايي:



(دلته موږ کراهي، تیکي، کبان، څو د څو ډوله جرگان پخوو. مشتريان هم لرو، له سهاره د شپې تر يوولسو بجو پورې، ډله ډله خلک راځي او ډول ډول خواړه ورته تياروو. دلته يې هم خوري، دفترونو ته يې هم غواړي او ځينې خلک يې کورونو ته هم وړي).

د ننگرهار پوهنتون استاد راز محمد فيضي وايي چې اوس دا يو رواج دی چې خلک مېلماڼه ميله ځايونو ته بيايي، دی وايي په پښتني ټولنه کې خو موږ مېلماڼه په حجرو کې عذرو، خو په اوس په ټول افغانستان او په ځانگړې توگه ننگرهار کې اوس يو دود دی چې ميلمنو ته مېلمستيا په په سيل ځايونو کې ورکوي. نو زيات خلک غواړي چې مېلمستياوې په رستورانټونو کې ورکړي، او بيا په هغو رستورانټونو کې چې مسله ځايونه هم وي، لکه په درونټه کې د ځوانانو پارک او يا هم دغه د بهسودو د پل ميله ځای.

ممنون مقصودي وايي: (که څه هم زه د لغمان يم خو ننګرهار مي ډير زيات خوښ دی او زه اوس ډير خوشحاله يم چې د دوستانو په منځ کې يم، په دې ميلمسټيا کې د خوراکونو کمې نه شته خو ماته تر هر څه د دوستانو خبرې او مجلس ډير خوند راکوي).

د يادونې ده چې د بهسودو پل له ميله ځای څخه پرته د ځوانانو پارک چې د جلال اباد ښار په غربي څنډه پروتېه کې موقعيت لري، هم يو له هغو ميله ځايونو څخه دی، چې په لسګونه رستورانټونه په کې جوړ شوي او په ننګرهار سربيره ورته هره ورځ له کابل او نورو ولايتونو څخه ورته خلک په خوراکونو سربيره د سيل او تفريح له پاره ورځي.

Adapted from: <https://www.mashaalradio.com/a/24406761.html>

Statement جمله		True صحيح / False غلط
1.	This article is about picnic places in the Nangarhar district.	
2.	People enjoy different types of fish and meat in restaurants.	
3.	The restaurant in this area opens from 6:00 AM to 6:00 PM.	
4.	The restaurants offer food delivery services.	
5.	People usually invite their guests to these restaurants.	
6.	Taking guests to picnic areas is turning to a tradition into Afghanistan.	
7.	The article is also talking about other picnic areas.	
8.	Only Jalalabad residents visit picnic places in the Bhisud district.	
9.	The author of this article is a radio channel reporter.	
10.	The author's name is Mamnoon Maqsoodi.	

CHP 1. L 2. AFTER READING

Reading Strategies

Finding the Main Idea

The main idea is the central idea in the author's message. Usually, the main idea is the first sentence in a paragraph. It is also repeated in different words in the concluding sentences of a paragraph.



Learning Activity 15. Work with a partner or alone. Read the article “Jalalabad: Fairs and Feasts...” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition
	کبان	دفتر و نو	دی	پخول		



Learning Activity 16. Finding the Main Idea

Work with a partner or alone and write in the main idea of the reading “Jalalabad: Fairs and Feasts...” in your own words.



Learning Activity 17. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.).

چای	غوبڼې	خوانان	خواره	حجره
-----	-------	--------	-------	------

- ۱ په افغانستان کې _____ د میلمه پالنې اصلي برخه ده.
- ۲ افغانان په خپل خواره کې د _____ نه ډېر کار اخلي.
- ۳ د افغانانو په مېلمستیاوو کې تور او شین _____ تل موجود دي.
- ۴ په ننگرهار کې، ډرونټه د _____ لپاره یوه مشهوره د تفریگاه ده.
- ۵ اوس خلک زیات تر د میلمنو کوربه کولو لپاره د _____ نه کار نه اخلي.

CHP 1. L 2. APPLYING KNOWLEDGE



Learning Activity 18. Refer to the passages “At Kabul International Airport” and “Jalalabad: Fairs and Feasts are Coming Together.” Work with a partner. Describe what hospitality means to you and how you welcome and entertain your guests. Write your responses in Pashto in the space below, using short and discrete sentences. Use an online Pashto dictionary to look up some words.

CHP 1. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 19. In English, compare Afghans' cultural practices related to hospitality and welcoming guests to those of your community. What similarities and differences do you notice?

CHP 1. L 2. EVALUATING



Learning Activity 20. Select 2-3 cultural practices related to hospitality, including accommodations in the Afghan culture that differ from your native culture. In English, describe those practices and evaluate their significance based on Afghan customs and traditions.

CHP 1. L 2. CRITICAL THINKING



Learning Activity 21. Research on the internet or brainstorm with your partner about challenges visitors may face while in Afghanistan related to hospitality and accommodations and recommend some ways to mitigate those challenges. In English, write your findings in the following space:

CHP 1. L 2. CREATING



Learning Activity 22. Based on what you have learned and acquired, in Pashto, provide some recommendations for foreigners who want to visit Afghanistan. Where should they go? Where should they stay? What can they do? Etc.

Language and Culture Note 5.

Picnic Places

Afghans usually entertain their guests by taking them to parks and picnic (مېله) places. Families typically (عموما) take food from home or cook at picnic areas (مېله ځای), like camping. Mostly, they prepare *kabab* and play music to enjoy their day out.



Learning Activity 24. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

مېلمه د خدای دوست ده.

Transliteration: melmah d xdāy dost dah

Literal: A guest is God/Allah's friend.

Meaning: This expression reflects the traditional hospitality found in many cultures, especially in Pashtun society. This phrase embodies the deeply ingrained respect and reverence for guests, equating their arrival to the arrival of a friend of God. This signifies that guests are to be treated with the utmost honor, kindness, and generosity, similar to how one would treat a dear friend or a respected individual. The phrase underscores a religious and moral duty towards extending hospitality, suggesting that in treating guests well, one is performing a service that is pleasing to God. This expression could be used in any context where hospitality is being extended to guests, or where the speaker wishes to emphasize the importance and value of welcoming guests with open arms.

CHP 1. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe common practices related to receiving and welcoming a guest in Afghan culture.	
2.	I can explain some reasons why Afghans stay with their relatives when visiting them in Afghanistan.	
3.	I can ask and answer questions about hospitality related practices in Afghanistan.	
4.	I can identify and describe some popular tourist attractions in Afghanistan.	
5.	I can read a Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

CHP 1. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 1:

Chapter Objectives:

- Identify the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *planning a trip* to Afghanistan by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about *planning a trip* to Afghanistan, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about my life, activities, events and other social experiences related to *planning a trip* to Afghanistan, using sentences and series of connected sentences.
- Compare products and practices in my own and other cultures related to *planning a trip* to Afghanistan.

CHP 1. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 1

Topic: Planning a Trip in Afghanistan

Objective: To demonstrate understanding of the Pashto language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on travel in Afghanistan, key considerations for tourists, and the cultural aspects of hospitality.

- **Interpretive Mode**
 - Task: Read a travel guide or article in Pashto that details how Afghans typically travel, important tips for tourists planning a trip to Afghanistan, and the concept of hospitality in Afghan culture.
 - Assessment:
 - Write a summary in Pashto, highlighting the key points from the guide or article.
 - Compare and contrast these travel and hospitality practices with those in your own culture or another culture you are familiar with.
- **Interpersonal Mode**
 - Task: Engage in a conversation with a classmate in Pashto, discussing:
 - Personal experiences or expectations of traveling in Afghanistan.
 - Opinions on how Afghan culture prioritizes guest comfort and well-being.
 - Assessment:
 - Active participation in the conversation, demonstrating the ability to ask and answer questions, and share opinions.
 - Use of appropriate vocabulary and expressions related to travel and hospitality.
- **Presentational Mode**
 - Task: Prepare and deliver a presentation in Pashto on planning a trip to Afghanistan:
 - Discuss the key factors tourists should consider when planning their visit.
 - Elaborate on the meaning and importance of hospitality in Afghan culture.
 - Assessment:
 - Organization and clarity of the presentation.
 - Correct usage of relevant vocabulary and grammar.
 - Ability to convey information effectively and engage the audience.
- **Peer Review and Discussion (Post-Presentational Task)**
 - Task:
 - Conduct a peer review session, offering feedback on your classmates' presentations, focusing on content, language use, and presentation skills.
 - Participate in a group discussion synthesizing the learned information and sharing insights on travel and hospitality in Afghan culture.
 - Assessment:
 - Quality of feedback provided, focusing on constructive criticism and positive reinforcement.

- Active participation in the discussion, demonstrating an understanding of the presented topics and the ability to relate them to broader cultural themes.

CHP 1. VOCABULARY

English	Transliteration	پښتو
long	auḷd	اوږد
short	lanḍ	لنډ
time	modah	موده
aunt	tror	ترور
uncle	trah	تره
uncle	akā	اکا
wedding	wādah	واده
engagement	koḷdah/kozdah	کوژده/کوزده
participate	gaḍun kawal	گډون کول
arrangement	bandobast kawal	بندوبست کول
gift	sawḡāt	سوغات
gift	tohfah	تحفه
basic part	asāsi joz	اساسی جز
international	naṛəy	نړیوال
airport	hawāi ḍagar	هوايي ډگر
around	šāwxwā	شاوخوا
welcoming	harkaly	هرکلي
present	hāzar	حاضر
to stay	pātekedal	پاتې کېدل
respect	dranāwi	درناوي
during	par mahāl	پرمهال
invite me	balanah rākawal	بلنه راکول
original	asli	اصلي
gift	tohfah/saoḡāt	تحفه / سوغات
to visit	lidanah kaoal	لیدنه کول

CHAPTER TWO

دوهم څپرکی

WEATHER AND GEOGRAPHY

هوا او جغرافیه



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.

Chapter Objectives

- Understand the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about Afghan *weather and geography* by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about Afghan *weather and geography*, creating sentences and series of sentences and asking a variety of follow-up questions.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Chapter Objectives

- Tell a story about my life, activities, events and other social experiences related to Afghan *weather and geography*, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Interact: I can** interact at a survival level in some familiar everyday contexts.

Chapter Objectives

- Compare products and practices in my own and other cultures related to Afghan *weather and geography*.

LESSON 1

لومړی درس

WEATHER AND SEASONS

هوا او موسمون

CHP 2. L 1. ESSENTIAL QUESTIONS

- What is the weather like in Afghanistan?
- How does weather affect daily life in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- Does Afghanistan have extreme weather?
- Why it is important to know about weather?

CHP 2. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to describe the weather and seasons in Afghanistan and explain how to plan activities, so they are less impacted by weather conditions. The grammatical aspect of the lesson will focus on the use of *because* and *when* in the present simple tense. We will also introduce simple future tense and time expression.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 2. L 1. Lesson Learning Checklist).

CHP 2. L 1. INTRODUCTION

 **Learning Activity 1.** As you listen to the conversation, think about how the weather conditions in Afghanistan impact people's daily life and influence their decision on planning activities and events. Write down any words that you need help understanding.



Weddings Seasons in Afghanistan

په افغانستان کې د ودونو موسم

ځالده	ښایستي جاني، په افغانستان کې د واده لپاره غوره موسم کوم دی؟
ښایسته	ځالده جاني، اوری او منی په افغانستان کې د ودونو موسم دی.
ځالده	ولی خلک معمولا خپل ودونه په اوري یا مني کې ترسره کوي؟
ښایسته	ځکه چې په هغه وخت کې هوا معمولا ښه وي او اوښوونځي هم بند وي.
ځالده	د افغانستان د هوا په اړه راته ووايه.
ښایسته	افغانستان معمولا څلور فصلونه لري، پسرلی، اوری، منی او ژمی. هر فصل درې میاشتې دي. په پسرلي او مني کې هوا ښه ده، مگر اوری گرم او ژمی سړه وي.
ښایسته	جلال اباد گرم اقلیم لري. اوری ډیر گرم او وچ دی. د ورځې د تودوخې درجه معمولا ۴۰ سانتي گراد درجې ته رسېږي. په اوري کې معمولا باران نه کیږي. د ژمي په جریان کې، د تودوخې درجه ډیره ټیټه ده. باران اکثرا په دې میاشتو کې اوري. معمولا دلته واوره نه اورېږي.
ښایسته	مننه.
ځالده	هیله کوم.

Language and Culture Note 1.

Climate

Northern (شمالي) and central (مرکزي) Afghanistan have freezing winters (يخ ڙمی) and hot summers (گرم اوري). However, there are many regional variations. In contrast, southern (جنوبي) and eastern (ختیځ) provinces (ولایتونه) usually experience warm (گرم), humidity (رطوبت), and rain (باران). Strong winds are nearly a daily occurrence in the southwest during the summer.

CHP 2. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To listen to the audio and for more practice, use the flashcards activity.

English	Transliteration	پښتو
the weather	hawā	۱ هوا
geography	jaḡrāfyah	۲ جغرافیه
weather	mosam	۳ موسم
excellent	ḡwara	۴ غوره
climate	aqlim	۵ اقلیم
close/off	band	۶ بند/ترلي
about	pah aṛah	۷ په اړه
dry	wač	۸ وچ
hot	garm	۹ گرم
cold	saṛah	۱۰ سړه
heat	tawdoxah	۱۱ تودوخه
degree	darajah	۱۲ درجه
rain	bārān	۱۳ باران
snow	wārah	۱۴ واوره

Listening Strategies

Understanding the Intonation

The function of a statement can change based on how the speaker's voice goes up or down. For example, if the speaker's voice goes up, the speaker may ask a question. The speaker does not need to use the question word (آيا) at the beginning.

Example:  آيا / are you fine?



Learning Activity 3. Match the words/phrases. Look up some words online using an online dictionary.

dry	غوره
snow	اقلیم
heat degree	هوا
hot	گرم
climate	وچ
cold	یخ
weather	واورہ
rain	سره
cold	د تودوخي درجه
excellent	باران



Learning Activity 4. Define the following English words in Pashto.

heat	فصلونه
the summer	مني
spring	موسم
seasons	اوړی
autumn	پسرلی
weather	تودوخه



Understanding the Listening



Learning Activity 5. Listen to the exchange at the beginning of the lesson (CHP 2. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
Winter is the best season for weddings in Afghanistan.	
Nangarhar is one of the coldest provinces in Afghanistan.	
Afghanistan enjoys four seasons.	
Jalalabad has a warm climate.	
Nangarhar and Kandahar are humid in summer.	
In Jalalabad, the daily temperature reaches higher than 35 °C on hot days.	
It is rare to rain in summer in Nangarhar.	
It snows heavily in winter in Jalalabad.	
Spring is the first month of the year in Afghanistan.	
Winter is the first month of the year in Afghanistan.	

Language and Culture Note 2.

Weather and Its Impact on Daily Life – Traditional Practices

Afghanistan lacks basic infrastructure (زیربنا). Afghans usually use traditional methods (دودیز میتودونه) to survive, especially during winter. For example, most fresh vegetables (تازه سبزیجات), such as onions (پیاز), potatoes (کچالو), tomatoes (رومیان), etc., are unavailable during winter. This is due to the lack of greenhouses (شنو خونو) and storage facilities. Fresh produce (تازه محصولات) prices rise as it is mainly imported from neighboring countries. In order to cope with this challenge, Afghans, primarily those who live in rural areas (کلیوالي سیمې), dry (وچول) vegetables and fruits (سبزیجات او میوې) when available in the market (بازار) and then consume (مصرفول) them in the winter. Another method is to store vegetables, including potatoes, in pits dug in the backyard. Potatoes are placed in the hole and covered with a thick layer of soil (خاوره) to prevent freezing (یخ وهل) during the winter.

CHP 2. L 1. DIRECT INSTRUCTION

A. The Use of *Because* and *When*

The adverbs *because* (ځکه) and *when* (کله) are used as dependent clause makers. *Because* demonstrates reasons, cause, and effect and *when* indicates the activity time. Both adverbs follow by (چې). See below:

In Afghanistan, people get married in the summer because the weather is usually nice.	په افغانستان کې خلک په اوړۍ کې واده کوي ځکه چې هوا معمولاً ښه وي.
When I go to Afghanistan, I spend time with my family.	کله چې افغانستان ته ځم له خپلې کورنۍ سره وخت تېروم.



Learning Activity 6. Answer the following question using *because* and *when*.

پوښتنه	ځواب
خالده او کورنۍ یې ولې افغانستان ته ځي؟	
په افغانستان کې خلک عموماً په کوم وخت کې واده کوي؟	
تاسې ولې پښتو زده کوي؟	
خلک ولې ناروغ کېږي؟	

B. Simple Future Tense ساده راتلونکې زمانه

The simple future tense talks about a thing/activity that have not yet happened. For example, I will be in Afghanistan next year. Or, I will go to Afghanistan next year.

• Future Simple Tense with To Be

Usually, to make a present simple tense sentence to simple future tense, the word (به)/will is added after the subject pronoun. See below:

Simple Future Tense ساده راتلونکې زمانه		Simple Present Tense ساده اوسنۍ زمانه	
I will be in Afghanistan.	زه به په افغانستان کې يم.	I am in Afghanistan.	زه په افغانستان کې يم.
We will be in Afghanistan.	موږ به په افغانستان کې يو.	We are in Afghanistan.	موږ په افغانستان کې يو.
You will be in Afghanistan.	ته به په افغانستان کې يې.	You are in Afghanistan.	ته په افغانستان کې يې.
You (pl.) will be in Afghanistan.	تاسې به په افغانستان کې یاست.	You (pl.) are in Afghanistan.	تاسې په افغانستان کې یاست.

The *To be* verb for the third person(s)/object(s) in the future simple tense is (بي), regardless of the noun types (i.e., singular, plural, masculine, feminine). See below:

Simple Future Tense ساده راتلونکي زمانه		Simple Present Tense ساده اوسنی زمانه	
He will be in Afghanistan.	دی به په افغانستان کې بي.	He is in Afghanistan.	دی په افغانستان کې دی.
She will be in Afghanistan.	هغه به په افغانستان کې بي.	She is in Afghanistan.	هغه په افغانستان کې ده.
They will be in Afghanistan.	دوی به په افغانستان کې بي.	They are in Afghanistan.	دوی په افغانستان کې دي.

Note: In conversational Pashto, natives usually use (وي) instead of (بي) as the *To Be* verb in future tense. See below:

He will be in Afghanistan	دی به په افغانستان کې وي.
She will be in Afghanistan	هغه به په افغانستان کې وي.
They will be in Afghanistan	دوی به په افغانستان کې وي.
The weather will be warm.	هوا به گرمه وي.

• Future Simple Tense with Action Verbs

The future tense of most action is made by adding the letter (و) to the beginning of the present stem of the verb and conjugating the verb based on the personal pronoun of the sentences. Of course, the word (به)/will is used the same way as discussed earlier. See below:

English	Simple Future Tense	Present Stem	Verb (Infinitive)
I will eat food.	زه به ډوډۍ وخورم.	خور	خوړل
I will drive the car.	زه به موټر وچلوم.	چلو	چلول
I will study.	زه به سبق ولولم.	لول	لوستل
I will swim.	زه به ولاړمبوم.	لامبو	لامبول
I will buy groceries.	زه به سودا واخلم.	اخل	اخيستل

To make a negative statement, add (نه) after (و) and before the present stem of the main verb. See the following table:

English	Simple Future Tense	Present Stem	Verb (Infinitive)
I will not eat food.	زه به ډوډۍ و نه خورم.	خور	خوړل
I will not drive the car.	زه به موټر و نه چلوم.	چلو	چلول
I will not study.	زه به سبق و نه لولم.	لول	لوستل
I will not swim.	زه به و نه لامبوم.	لامبو	لامبول
I will not buy groceries.	زه به سودا و نه اخلم.	اخل	اخيستل

The above rules do not apply to the following verbs. Review the table below and see how the future stem of the verbs (کول), (کېدل), and (تلل) are formed.

These rules also apply to the two-word verbs that are formed with (کول) and (کېدل). For example, *to work* (کار کول) or *to stay* (پاتې کېدل).

English	Simple Future Tense	Transliteration	Future Stem	Verb (Infinitive)
I will work.	زه به کار کړم / وکړم.	kar	کړ	کول
I will stay.	زه به پاتې شم.	š	ش	کېدل
I will go.	زه به لاړ شم.	lār	لاړ	تلل

• Time Expression in Future

another year	بل کال	another	بل
next year	راتلونکي کال	next	راتلونکي
after one day	يوه ورځ وروسته	after	وروسته



Learning Activity 7. Answer the following questions using simple future tense.

خواب	پوښتنه
	خالده او کورنۍ يې به کله افغانستان ته لاړ شي؟ (next month)
	د خالدې د تره زوی واده به په کوم فصل کې وي؟ (in the summer)
	تاسې کله غواړئ چې افغانستان ته لاړ شي؟ (next year)
	خالده ولې افغانستان ته ځي؟ (to participate in a wedding)
	تاسې خپل رخصتيان لپاره څه پلان لري؟ (travel)



Learning Activity 8. Match each phrase with its English equivalent. Feel free to look up words online using an online dictionary such as google translate.

Our relatives will be happy to see us.	زه به راتلونکي کال په افغانستان کې کار وکړم.
My family wants to stay in Afghanistan.	زما لور به راتلونکي مياشت موټر چلول زده کړي.
I will work in Afghanistan next year.	زما پنځه به په افغانستان کې موټر و نه چلوي.
My daughter will learn to drive a car next month.	زموږ خپلوان به زموږ په ليدو خوشحاله وي.
My wife will not drive a car in Afghanistan.	زما کورنۍ غواړي چې په افغانستان کې پاتې شي.



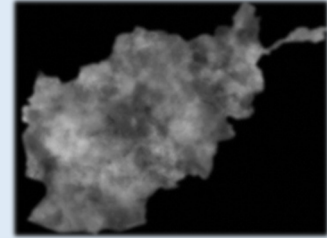
Learning Activity 9. Use [Vocaroo | Online voice recorder](#) to record yourself and share the link with your teacher or a classmate for feedback. In this activity, answer the following questions. Look up some words using online Pashto dictionaries.

پوښتنه	
۱	په ننګرهار کې په ژمي کې هوا معمولاً څنګه وي؟
۲	ستاسې په ښار کې هوا په پسرلي کې عموماً څنګه وي؟
۳	تاسې به په راتلونکي کال د رخصتۍ لپاره چيرته سفر وکړئ.
۴	په افغانستان کې خلک په ژمي کې څنګه خپل کورونه ګرم ساتي؟
۵	په افغانستان کې خلک څنګه په ژمي کې خوراکي توکي ذخيره کوي؟

Language and Culture Note 3.

Pollution

Like in many other big cities (لوی ښارونه) around the world, air pollution (د هوا ککړتیا) in Afghanistan's major cities, such as Kabul, Jalalabad, Mazar-e-Sharif, Herat, Kandahar, poses a severe risk to the environment and people's health (د خلکو روغتیا). According to a 2016 report from the Health Institute's State of Global Air project, the annual rate of deaths due to air pollution in Afghanistan is the highest in the world (406 deaths per 100,000). Afghanistan lacks a proper sewage system (د فاضله اوبو سیستم). Among other contributing factors, the use of leaded and poor-quality fuels (تېل) in vehicles, generators, and the burning of waste plastics (پلاستیک), coals (سکاره), and rubber (ربر) has significantly contributed to the poor air quality in Afghanistan.



Learning Activity 10. Match the questions to answers. Look up some words online using an online dictionary.

پوښتنه	ځواب
په کوم میاشت کې غوړې افغانستان ته ولاړ شې؟	ولی نه، زه له هغه سره کمک کوم.
ایا کولای شې راته د بازار نه سودا واخلي؟	نه، هغه وړی نه ده.
ایا غوړې راسره کور ته ولاړ شې؟	په مارچ کې
کولای شې ورسره په کورنۍ وظیفه کې مرسته وکړې؟	هو، زه درته هر شې چې غوړې اخلم.
غوړې چې ډوډۍ وڅوري؟	نه، زه ډېر مصروف یم.

WEATHER AND SEASONS

هوا او موسمون

CHP 2. L 1. ESSENTIAL QUESTIONS

- What are the major causes and consequences of pollution in Afghanistan?



Learning Activity 11. Look at the picture and answer the following questions.

- What contributing elements can affect weather in general and in Afghanistan in particular?
- How can weather pollution impact people's daily life in Afghanistan?

Reading Strategies

Developing Prior Knowledge about the Topic

To comprehend the meaning of a passage, it is crucial to develop background knowledge about the topic. Background knowledge is the amount of information a reader can acquire about the topic. One way to collect background information is to look up the topic of the reading before reading, ask questions, discuss the topic with a friend or classmate, etc.

You can also review the knowledge check questions (Learning Activity 2) before you begin reading the text.

CHP 2. L 1. READING



Learning Activity 12. Read the following text adapted from an online article about the weather conditions in Afghanistan. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

More Civilians Die from Air Pollution than from War

د هوا د ککړتیا له امله د جگړې په پرتله ډېر ولسي وگړي مري.

خبريال: (ناصرې)، مې ۲۸، ۲۰۱۹



د یو راپور له مخې، په افغانستان کې یواځې په ۲۰۱۷م کال کې له ۲۶۰۰۰ ډېر افغانان د هوا د ککړتیا اړوند ستونزو له امله مړه شوي دي (ژوندی نه دي) او یوناما بیا په همدې موده (وخت) کې د ۳۵۰۰ ولسي وگړو (خلک) مړینه ثبت کړې ده.

د هوا د ککړتیا لامل (دلیل) د هر څه سوځول، دورې او گردونه، د موټرو دود، د ځینو فابریکو دودونه او د سکرو او رېرونو سوځول دي.

په کابل کې روغتیایان (ډاکټران) وايي له هرو دوو ناروغانو یو یې په تنفسي ستونزو (مشکلاتو) اخته وي، چې عمده لامل یې همدا د هوا ککړتیا دی.

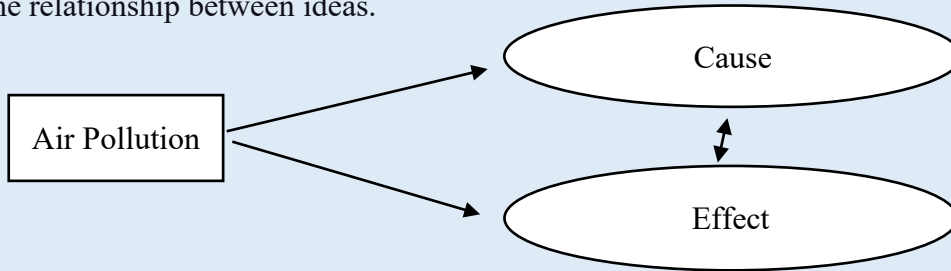
Source: Adapted from: taand.net په افغانستان کې ککړی هوا په یو کال کې ۲۶ زره کسان وژلي - تاند

CHP 2. L 1. AFTER READING

Reading Strategies

Graphic Organizer

Use a graphic organizer to visually organize ideas in the reading. It will help you to easily see the relationship between ideas.



Understanding the Reading



Learning Activity 13. Check your understanding of the reading by choosing whether the following statements are T (ص)/F(غ). You can look up some words using an online Pashto dictionary.

	Statement جمله	True صحیح / False غلط
1.	This article is about pollution.	
2.	Every year, many people lose their lives due to pollution in Afghanistan.	
3.	UNAMA (United Nations Assistance Mission in Afghanistan) recorded 3,500 deaths in 2017.	
4.	The cause of air pollution is mainly due to burning garbage, coal, rubber, etc.	
5.	Based on the health reports, one in every two patients suffers from respiratory problems in Kabul.	
6.	The reporter's name is Nasiree.	
7.	In 2017, more than 25,000 people died due to air pollution in Kabul.	
8.	This report is only about air pollution in Kabul.	
9.	According to the report, people also burn coal and rubber.	
10.	The report is from 2020.	



Learning Activity 14. Work with a partner or alone. Read the article “More Civilians Die from Pollution than War” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 15. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “More Civilians Die from Pollution than War” in your own words.



Learning Activity 16. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.).

دودونه	دورې او گردونه	سوځول	مړينه	ککړتيا	باران
--------	----------------	-------	-------	--------	-------

- ۱ په افغانستان کې د _____ يو لامل د هوا _____ ده.
- ۲ په افغانستان کې خلک معمولاً په ژمي کې د ځان گرم ساتلو لپاره پلاستيک او ټايرونه _____.
- ۳ د روغتيا لپاره خطرناک دي. _____
- ۴ د ځينو فابريکو _____ او د سکرو او رېرونو سوځول هوا ککړ کوي.
- ۵ ککړتيا پاکوي. _____

CHP 2. L 1. APPLYING KNOWLEDGE



Learning Activity 17. Refer to the passage “More Civilians Die from Air Pollution than from War.” Work with a partner. Write a short email in Pashto to a friend and tell them about your city's air quality/pollution. Then ask them 3-4 questions about the air pollution in their city. Use an online Pashto dictionary to look up some words.

CHP 2. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 18. In English, compare how weather and air impacts the daily life of people in Afghanistan and in your community. What similarities and differences do you notice?

CHP 2. L 1. EVALUATING



Learning Activity 19. Think of 2-3 practices that effect the weather and air quality in Afghanistan. In English, describe those practices and how they contribute to bad air quality and recommend some alternatives. Recommendations must consider the realities of Afghans (e.g., people's financial condition, severe cold, lack of infrastructure, etc.).

CHP 2. L 1. CRITICAL THINKING



Learning Activity 20. Research on the internet or brainstorm with your partner about possible challenges visitors may face while in Afghanistan related to weather and air pollution and recommend some ways to mitigate those challenges. In English, write your findings in the following space:

CHP 2. L 1. CREATING



Learning Activity 21. Based on what you have learned and acquired in Pashto, create a simple blog post that offers recommendations for travelers to Afghanistan. Focus on the precautions they should take to prevent respiratory health issues.

Language and Culture Note 4.

Water Pollution in Afghanistan



According to a report by aa.com (2020), 80% of the drinking water (د څښلو اوبه) in Afghanistan is polluted. This issue mostly results in food poisoning (د خورو زهري کول). Water pollution is caused mainly by low rainfall (باران), lack of infrastructure in cities, and irregular use of groundwater (د ځمکې اوبه). Most Afghans have developed immunity against water-borne germs (د اوبو څخه پيدا شوي میکروبونه); however, visitors must refrain from drinking water from wells. They should always use bottled water (بوتلي اوبه) or boil it before drinking it. Visitors should also be careful when consuming raw produce such as vegetables (ترکاري), as they are usually washed (مینځل شوی) with regular water.

 **Learning Activity 23.** Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

باران نه تښتېدم، د ناوې لاندې مې شپه شوه

Transliteration: bārān nah taṣtedam d nāwe lānde me špah šwah.

Literal: Escaping from the rain, I spent the night under an open drain

Meaning: This proverb illustrates the idea of jumping from the frying pan into the fire, which means to escape a bad situation only to end up in a worse one.

The proverb is a reminder to carefully consider our decisions, especially when we are trying to avoid or escape from a difficult situation. The choice that seems like a quick fix or immediate relief may lead to a worse scenario in the end.

CHP 2. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe what the weather is like in Afghanistan.	
2.	I can describe some elements that deteriorate weather conditions in Afghanistan.	
3.	I can ask and answer questions about weather conditions and air pollution.	
4.	I can explain how the weather affects people's daily life in Afghanistan.	
5.	I can read an authentic text and retell its main idea.	
6.	I can say a proverb and explain the context in which it is used.	

LESSON 2

دوهم درس

GEOGRAPHICAL FEATURES & NATURAL DISASTERS

جغرافیایی ځانګړتیاوې او طبیعي ناورین

CHP 2. L 2. ESSENTIAL QUESTIONS

- What kind of geography does Afghanistan have?
- How does geography affect Afghanistan?
- What is the most common natural disaster in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What do you see in this picture? Write down the names.
- What opportunities and challenges may each geographical feature bring to Afghanistan and its people?

CHP 2. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to describe Afghanistan's geographical features and explain the opportunities and challenges they bring to people. The grammatical aspect of the lesson will focus on the use of comparative and superlatives in Pashto. You will also learn conjunctions in Pashto.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 2. L 2. Lesson Learning Checklist).

CHP 2. L 2. INTRODUCTION



Learning Activity 1. As you listen to the conversation, think about the type of geography Afghanistan has. Also, consider how geographical features impact people's daily life in different seasons. Write down any words that you need help understanding. Synonyms of new words have been provided inside brackets. You can also look up some words online.

Afghanistan Geography

د افغانستان جغرافیه



د افغانستان د جغرافیه په اړه راته څه ووايه.	جلال خان:
افغانستان يو غرنی او په وچه کې راگير (د هره خوا) هېواد دی. غرونه د افغانستان ۸۰ فیصد (%) مساحت جوړوي.	حشمت خان:
غرونه به د خلکو لپاره په ځانگړې (خاص) توگه په ژمي کې ډیرې ستونزې (مشکلات) رامنځته کړي!	جلال خان:
دا سمه ده. په افغانستان کې ډیر سرکونه نشته. په ژمي کې چې واوره ډېره وي د خلکو لپاره تگ راتگ ستونزمن (مشکل) کېږي.	حشمت خان:
کله کله سيلاب راځي؟	جلال خان:
هو، کله چې باران وي، سيلابونه راځي. ډیر خلک خپل ژوند له لاسه ورکوي (مړ کېږي). ځینې خلک خپل کورونه او څاروي (حيوانات) له لاسه ورکوي.	جلال خان:
مننه، جلال خان د دې مالوماتو (معلومات) نه.	جلال خان:
هيله کوم.	حشمت خان:

Language and Culture Note 1.

Afghanistan Geography

Afghanistan is a mountainous (غرني) landlocked (په وچ بند) country. The country is located on the crossroad (څلور) where South Asia (جنوبي اسيا), Central Asia (منځنی اسيا), and West Asia (لويديځه اسيا) meet. Due to its geographical location (جغرافيائي موقعيت) as the main corridor (دمليز) for those three regions, Afghanistan has been a place that various empires (امپراتوري) have tried to conquer (پيري) over the centuries (فتح كول).



CHP 2. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity.

English	Transliteration	پښتو
percentage	salanah	سلنه / فیصد ۱
mountain	ğarany	غرني ۲
area	masāhat	مساحت ۳
special /exclusive	jāngare	ځانگړي ۴
problem	stunzah	ستونزه ۵
to arise	rāmanj̄tah kedāl	رامنځته کېدل ۶
commute	tag rātag	تگ راتگ ۷
difficulty	stunzman	ستونزمن ۸
flood	selāb	سیلاب ۹
the life	žwand	ژوند ۱۰
to lose	lah lāsah warkawal	له لاسه ورکول ۱۱
animals	cārwi	څاروی ۱۲
information	mālumāt/ma' lumāt	مالومات / معلومات ۱۳
road	saṛak	سړک ۱۴

Listening Strategies

Brainstorming

Before you listen to a passage, think about the ideas that are related to the topic. You can collaborate with a partner or brainstorm alone. It always helps to write down your thoughts and talk about them. Brainstorming prepares you for listening and enables you to understand what you are going to hear.



Learning Activity 3. Match the words/phrases. Look up some words online using a Pashto online dictionary.

round trip	مساحت
problem	غرني
flood	ځانگړي
special/exclusive	ستونزه
to arise	رامنځته کېدل
mountain	تگ راتگ
to lose	سیلاب
difficulty	څاروی
area	ستونزمن
animals	له لاسه ورکول



Learning Activity 4. Define the following English words in Pashto.

mountain	ستونزه
percentage	سیلاب
area	ژوند
problem	فیصد
flood	مساحت
the life	غرنی



Understanding the Listening



Learning Activity 5. Listen to the exchange at the beginning of the lesson (CHP 2. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The passage is about the Afghanistan landscape.	
Mountains cover most of Afghanistan.	
According to the passage, the geographical features of Afghanistan create many challenges for people during the winter.	
According to the passage, Afghanistan has enough roads.	
Flooding brings life threatening challenges to people in Afghanistan.	
According to the passage, people even lose their cattle when it rains and causes floods.	
According to the passage, commuting becomes more difficult in winter.	
According to the passage, Afghanistan has access to water/ocean.	
Jalal Khan is the first speaker.	
Hashmat Khan is the first speaker.	

Language and Culture Note 2.

Afghanistan Natural Resources

The United States (متحده ایالات) and Afghanistan conducted a geological survey (جیولوژیکی سروی) of the country in 2010. The findings (موندنې) indicate (په گوته) that Afghanistan may hold more than one trillion dollars' worth of mineral resources (معدني سرچینې) and metals (فلزات), including copper (مس), gold (سره زر), oil (تیل), natural gas (طبیعی گاز), uranium (یورانیم), coal (سکاره), lithium (لیتیم), zinc (زنک), gemstones (قیمتي ډبرې), and more. However, the country does not have the ability to recover the resources and usually depends on overseas companies to mine.



CHP 2. L 2. DIRECT INSTRUCTION

A. Comparatives and Superlatives

Comparative and superlative adjectives are used to compare the two objects they modify. In English, the prefix “er” is used for comparative, and the prefix “est” is used for the superlative form of an adjective. For example, *tall, taller, tallest*.

Comparative adjectives are represented by **pre- and post-positions**. The post-position then is followed by the **adjective**. See below:

English	پښتو	Pre/Post-Position
Afghanistan is smaller than America.	افغانستان د امریکا نه کوچنی دی. افغانستان د امریکا څخه کوچنی دی.	د..... نه/څخه

Superlative adjectives are represented by **pre-positions**, followed by the **adjective**. See below.

English	پښتو	Pre-Position
Afghanistan is the nicest country in the world.	افغانستان د نړۍ تر ټولو ښکلی هیواد دی.	تر ټولو...

The other way to emphasize an adjective is to use degree adverbs such as *very* and *very much*. See how the adjective *good* is emphasized below.

Ahmad is a good boy.	احمد ښه هلک دی.
Ahmad is a very good boy.	احمد ډېر ښه هلک دی.
Ahmad is a very very good boy	احمد ډېر زیات ښه هلک دی.
Ahmad is the best boy.	احمد تر ټولو ښه هلک دی.

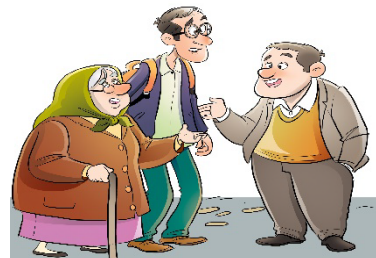


Learning Activity 6. Match the following statements.

Nangarhar is warmer than Kabul.	ننگرهار د کابل نه گرم دی.
Nangarhar is the warmest province of Afghanistan.	ننگرهار د افغانستان تر ټولو گرم ولایت دی.
Kabul has better roads than other provinces.	کابل د نورو ولایتونو نه ښه سړکونه لري.
Iran is warm in summer.	ایران په اوړي کې گرم دی.
Afghanistan is hot/very warm in summer.	افغانستان په اوړي کې ډیر گرم دی.
Pakistan is the warmest country in summer.	پاکستان په اوړي کې تر ټولو گرم هېواد دی.



Learning Activity 7. Describe the following people in the pictures using comparative and superlative adjectives. Look up some words online and use your creativity to describe them. Use [Vocaroo | Online voice recorder](#) to record yourself and share the link with your teacher or classmates for feedback.

 ماشوم (ب) د ماشوم (ج) څخه کوچنی دی.	
	

B. Conjunctions

These words help a speaker/writer to create clear and elegant sentences. The most regularly used conjunctions in Pashto are:

English	Examples	Meaning	Transliteration	Conjunctions
after dinner	له ډوډۍ نه وروسته	after	wrustah	وروسته
Although it is big country,	که څه هم دا لوی هیواد دی،	although	ka cah ham	که څه هم
Because she is tired, ...	ځکه چې هغه ستړی ده.	because	ĵakah/ ĵakah če	ځکه/ځکه چې
besides pollution	د ککړتیا سربیره	besides/ in addition,	sar berah	 سربیره
... but he is in Afghanistan.	، خو هغه په افغانستان کې دی.	but	xo/magar	خو/ مگر
If he is in Afghanistan,	که هغه په افغانستان کې وي،	if	kah	که
So, you will stay there	نو تاسو به هلته پاتې کېږئ.	so	no	نو
...therefore, I will not go.	... نو ځکه زه به نه ځم.	therefore	no ĵakah	نو ځکه
... unless you help me	پرته له دې چې تاسو زما سره مرسته وکړئ...	unless	pratah lah de če	پرته لدې چې
Unlike other people, Afghans...	د نورو خلکو برعکس، افغانان...	unlike	bar ' ks	برعکس
She is in Jalalabad up to now.	هغه تر اوسه په جلال اباد کې ده	up to now	tar aosah/tar aosah pore	تر اوسه/ تر اوسه پورې



Learning Activity 8. Complete the following text by adding conjunctions from the list.

_____ افغانستان یو غرنی هیواد دی _____ هوا یې دېره خرابه ده. د ککړتیا _____، خلک نظافت هم نه مراعاتوي. سړی باید کوبښن وکړي چې خپل لاسونه همیشه ومینځی، په ځانګړې توګه د خواره نه _____.

سربیره

خو

ورسته

که څه هم



Learning Activity 9. Match each phrase with its English equivalent. Feel free to look up words online using a Pashto dictionary such as google translate.

Over eighty percent of Afghanistan is mountains.	تر اوسه پورې د افغانستان زیربناوې کمزورې دي.
Unlike western countries, roads in villages are blocked by snow in the winter.	د افغانستان اتیا سلنه برخه غرونه دي.
Up to now, Afghanistan's infrastructure is poor.	د ککړتیا تر سربیره د افغانستان اقتصاد هم کمزوری دی.
In addition to pollution, Afghanistan's economy is also poor	د لوېدیځو هېوادونو برعکس، په ژمي کې په کلیو کې سرکونه د واورې له امله بندېږي.

 **Learning Activity 10.** In this activity, listen to the sentences and complete the missing word from the list. Use [Vocaroo | Online voice recorder](#) to record yourself and share the link with your teacher or classmates for feedback.

جملې	
۱	که زه افغانستان ته » «، هلته به کار وکړم.
۲	د جلال آباد هوا » « ښه ده.
۳	د کابل هوا اوس ښه ده، » « په ژمي کې ډېره سړه کېږي
۴	په افغانستان کې خلک پلاستیک او ربر سوځوي، » « هوا ککړیږي.
۵	له کابل او جلال آباد » « به شمالي ولایتونو ته سفر وکړم.

Language and Culture Note 3.

Water Resources

Snowfields (د واورې میدانونه) and glaciers in the Hindu Kush and Himalayas mountains supply about 80% of Afghanistan's water resources (سرچینې). Melted mountain snow fuels Afghanistan's five river (سیند) basins. Despite having enough water, more than 70% of people lack access to safe drinking water (د څښلو اوبه). War (جنگ), political instability (سیاسي بی ثباتي), and climate (اقلیم) change have destroyed the country's water management system (مدیریتي سیستم). Drought (وچکالي) has affected water resources in recent years. As of 2021, 53% of water points in three provinces have dried out.





Learning Activity 11. Match the questions to answers. Look up some words online using a Pashto online dictionary.

پوښتنه	ځواب
د افغانستان مساحت څو دی؟	سره زر، تیل، طبیعي گاز، سکاره، مس، او نورې
ایا افغانستان د اوبو ډیری طبیعي سرچینې لري؟	تل نه، اوبه اکثرا ککړې وي
په افغانستان کې ځینې طبیعي سرچینې څه دي؟	هو، دا اکثرا د واورې د خړوبولو څخه راځي
په افغانستان کې د وچکالۍ ځینې لاملونه څه دي؟	۶۵۲۰۰۰ کیلومتر
ایا په افغانستان کې اوبه ځنبل خوندي دي؟	ځینې دلیلونه جگړه او نړیواله تودوخه دي.

WEATHER AND SEASONS

هوا او موسمونہ

CHP 2. L 1. ESSENTIAL QUESTIONS

- What are the key challenges and potential solutions for addressing the humanitarian situation in Afghanistan?



Learning Activity 12. Look at the picture and answer the following questions.

- What does this picture portray?
- Can you relate to the situation the boys are in in this picture? How?

Reading Strategies

Having Questions in Mind

To better understand a passage, it is crucial to connect to the topic. One way to do so is to think of 1-2 questions you want the reading to answer. As you read, keep your questions in mind. This will keep you focused and help you to understand the passage better.

CHP 2. L 1. READING



Learning Activity 13. Read the following text adapted from an online article about the plight of people in Afghanistan. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using an online dictionary.

Afghanistan Humanitarian Situation

د افغانستان بشري وضعیت

Dec 17, 2022

د ملګرو ملتونو سازمان د بشري مرستو د همغږۍ اداره (اوچا) وايي:

په ۲۰۲۳ کال کې افغانستان یو له هغو هېوادونو دی چې له سخت او لوی بشري (انسانی) ناورین سره مخ دی. د اوچا د راپور په اساس، نوي مېلادي کل به تقریباً ۲۸ میلیونه افغانان بشري مرستو ته اړتیا لري، دا شمېر د تېر کال په پرتله ۵۵ (مقایسه) سلنه (فیصد) زیاتوالی (دېر) ښيي. اقتصادي ناورین، د بې روزګارۍ (وزګار) زیاتوالی او طبیعي پېښې د دې ستونزې (مشکل) له اوملونو (دلایل) څخه دي. اروپايي ټولنې (اروپايي هېوادونه) هم وايي چې په سړکال په ژمي کې د میلیونونو افغانانو ژوند په بشري مرستو پورې تړلی دی (بشري مرستې ته اړتیا لري).

Source: Adapted from: Pajhwok Afghan News @Pajhwokafghannews (417) Viewpoints-Humanitarian situation raises eyebrows in Afghanistan as winter sets - YouTube

CHP 2. L 1. AFTER READING

Reading Strategies

Applying Knowledge to a New Situation

Apply the new knowledge acquired from the reading to a new situation. This practice enhances your critical thinking and helps you remember and retain new information. For example, you read about the humanitarian crises in Afghanistan. Discuss with a partner how this situation is similar or different from other developing countries. Or what strategies may limit humanitarian crises across the globe?



Understanding the Reading



Learning Activity 14. Read the following text and answer the T (ص)/F(غ) questions. You can also look up some words using a Pashto online dictionary.

Statement جمله		True صحیح / False غلط
1.	This article is about the crises in Afghanistan.	
2.	The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) has published this report.	
3.	The report shows an increase of more than fifty percent in humanitarian crisis since last year (2021).	
4.	According to the report, about twenty million people in Afghanistan suffer from humanitarian crises.	
5.	“Unemployment” has been listed in this report as one of the contributing factors to the humanitarian crises in Afghanistan.	
6.	According to the report, people's lives are dependent on humanitarian aid.	
7.	According to the report, twenty-eight million people will be facing a humanitarian crisis in 2022.	
8.	European communities do not agree with the OCHA’s report.	
9.	According to the report, this year’s (2022) winter will be harsh for millions of Afghans.	
10.	Compared to last year, the report shows a decrease in the number of people who face humanitarian crises.	



Learning Activity 15. Work with a partner or alone. Read the article “Afghanistan Humanitarian Situation” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 16. Finding the Main Idea

Work with a partner or alone and write in the main idea of the reading “Afghanistan Humanitarian Situation” in your own words.



Learning Activity 17. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.).

ټرل	اقتصادي	بشري	طبيعي	وضعيت	بېکاري
-----	---------	------	-------	-------	--------

- ۱ دېر افغانان د _____ ناورين له کبله خطر سره مخ دي.
- ۲ د بشري ناورين يو له لاملونو څخه دی.
- ۳ په ميليونونو افغانان د _____ ناورين له امله اغيزمن شوي.
- ۴ د دېرو افغانانو ژوند په بشري مرستو پورې _____ دی.
- ۵ د تېر کال په پرتله په افغانستان کې بشري _____ خراب دی.

CHP 2. L 2. APPLYING KNOWLEDGE



Learning Activity 18. Refer to the passage “Afghanistan Humanitarian Situation.” Work with a partner. Write a short email (3-4 short sentences) in Pashto to a friend and tell them about the humanitarian crises in Afghanistan. Then ask them 3-4 questions about problems in their community, as related to the topic. Use an online dictionary to look up some words.

CHP 2. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 19. In English, discuss how Afghanistan's geographic features may contribute to humanitarian crises as compared to other countries in the region. What similarities and differences do you notice?

CHP 2. L 2. EVALUATING



Learning Activity 20. Select 2-3 pictures showing natural disasters in Afghanistan. In English, describe each picture and recommend some ways to deal with those situations. Recommendations must consider the realities of Afghans (e.g., people's financial condition, severe cold, lack of infrastructure, etc.).

CHP 2. L 2. CRITICAL THINKING



Learning Activity 21. Research on the internet or brainstorm with your partner opportunities and challenges that Afghanistan geographical features cause. Recommend some ways to deal with the challenges. In English, write your findings in the following space:

CHP 2. L 2. CREATING



Learning Activity 22. Based on what you have learned and acquired, in Pashto, create a list of recommendations for visitors who want to travel to Afghanistan. What measures must they take to ensure they are not affected by a natural disaster caused mainly due to geographical features of Afghanistan (e.g., mountains in winter, unpaved roads, possible mudslide, etc.).

Language and Culture Note 3.

Transportation Challenges

Winter usually brings heavy rain (سخت باران) and snow, causing transportation challenges. (ترانسپورتي ستونزې) to many provinces (ولایتونه) and districts (ولسوالۍ). More than half of Afghanistan's provinces, Badakhshan in the northeast, Bamiyan, Daikundi, and Ghor in the center, Ghazni in the southeast, and Nuristan in the east are covered by a thick layer of snow for weeks. Most roads are not paved. People usually use domesticated animals (کورني څاروي) for transportation. They even transport their sick family (ناروغه کورنۍ) members on mules (خچرونه), camels (اوښ), and horses (اسونه) during the long winter months, which can take up to 8 days to reach a health clinic (روغتيايي کلينیک).





Learning Activity 23. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

غر غره نه ورځي، خو سړی سړي ته ورځي.

Transliteration: ġar ġrah tah nah war ĵi xo saŕy saŕi tah warĵi

Literal: Mountain does not get to another mountain, but a person can reach to another person.

Meaning: People can reach out to each other for help. The proverb encourages people to value human connections and emphasizes the power of interpersonal relationships, highlighting that personal interactions and reaching out to others can overcome geographical or physical barriers. It serves as a reminder that despite obstacles, individuals can bridge gaps and establish connections through their shared humanity.

CHP 2. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe Afghanistan's geography.	
2.	I can describe some impacts of Afghanistan's geographical features on people.	
3.	I can ask and answer questions about some opportunities and challenges that Afghanistan's geographical features may bring to people.	
4.	I can explain how geographical features may contribute to natural disasters.	
5.	I can read an authentic text and retell its main idea.	
6.	I can say a proverb and explain the context in which it is used.	

CHP 2. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 2.

Chapter Objectives:

- Identify the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about Afghanistan's *weather and geography* by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about Afghanistan's *weather and geography*, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about my life, activities, events and other social experiences about Afghanistan's *weather and geography*, using sentences and series of connected sentences.
- Compare products and practices related in my own and other cultures related to Afghanistan's *weather and geography*.

CHP. 2. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 2

Topic: Weather and Geography in Afghanistan

Proficiency Level: Intermediate Low (ACTFL 2012), ILR 1

Objective: To demonstrate understanding of the Pashto language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational) focusing on weather, its impact on daily life, and pollution issues in Afghanistan.

- **Interpretive Mode**

- Task:

- Read a short article in Pashto about the climate and geographical features of Afghanistan. The article will include descriptions of various regions, seasonal weather patterns, and how these affect agriculture and daily life.

- Assessment:

- Write a reflective summary in Pashto about the key points from the article.
 - Identify three ways the weather in Afghanistan differs from your own country.

- **Interpersonal Mode**

- Task:

- Engage in a conversation with a partner in Pashto discussing the following: Your personal experiences with different weathers and how they affect your daily routines.
 - Exchange opinions on how extreme weather conditions can impact communities.

- Assessment:

- Actively participate in the conversation, demonstrating the ability to ask and answer questions, and respond to your partner's points.
 - Use of appropriate vocabulary related to weather and daily activities.

- **Presentational Mode**

- Task:

- Prepare a short presentation in Pashto about pollution in Afghanistan.
 - Discuss major causes of pollution.
 - Describe its consequences on health, environment, and daily life.
 - Suggest possible solutions or measures to reduce pollution.

- Assessment:

- Clarity and structure of the presentation.
 - Use of relevant vocabulary and correct grammar.
 - Ability to express ideas coherently and persuasively.

Peer Review and Discussion (Post-Presentational Task)

- Task:
 - After each presentation, engage in a peer review session. Provide constructive feedback on your peer's presentation focusing on content, language use, and delivery.
 - Participate in a group discussion summarizing the key points from all presentations and reflecting on the importance of addressing environmental issues.
- Assessment:
 - Ability to provide thoughtful and relevant feedback.
 - Active participation in the discussion, demonstrating understanding of the presentations and ability to connect them to broader environmental issues.

CHP 2. VOCABULARY

English	Transliteration	پښتو
the weather	hawā	هوا
geography	jaḡrāfyah	جغرافیه
weather	mosam	موسم
excellent	ḡwara	غوره
climate	aqlim	اقلیم
close/off	band	بند/تړلي
about	pah aṛah	په اړه
dry	wač	وچ
hot	garm	گرم
cold	saṛah	سړه
heat	tawdoxah	تودوخه
degree	darajah	درجه
rain	bārān	باران
snow	wārah	واوړه
percentage	salanah	سلنه / فیصد
mountain	ḡarany	غرني
area	masāhat	مساحت
special /exclusive	jāngare	ځانگړي
problem	stunzah	ستونزه
to arise	rāmanj̄tah kedāl	رامنځته کېدل
round trip	tag rātag	تگ راتگ
difficulty	stunzman	ستونزمن
flood	selāb	سیلاب
the life	žwand	ژوند
to lose	lah lāsah warkawal	له لاسه ورکول
animals	cārwi	څاروی
information	mālumāt/ma' lumāt	مالومات / معلومات
road	saṛak	سرک

CHAPTER THREE

دریم څپرکی

AFGHAN WEDDINGS

افغان واده



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and key information in a short straightforward informational passage.

Chapter Objectives

- Understand the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *Afghan weddings* by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about *Afghan weddings*, creating sentences and asking a variety of follow-up questions.

C. Presentational: I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

Chapter Objectives

- Tell a story about my life, activities, events and other social experiences about *Afghan weddings*, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in my own and other cultures related to *Afghan weddings*.

LESSON 1

لومړۍ درس

PREPARING FOR THE WEDDING

د واده لپاره تیاری نیول

CHP 3. L 1. ESSENTIAL QUESTIONS

- What are rituals for engagements and weddings in Afghanistan?
- What is the most important part of a wedding in Afghan culture?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- How do marriages typically come about in Afghan culture?
- Why it is important to know marriage traditions in Afghanistan?

CHP 3. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to identify pre-wedding steps and explain how marriages typically come about in Afghan culture. The grammatical aspect of the lesson will focus on the simple past tense and adverbs of time in Pashto.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 3. L 1. Lesson Learning Checklist).

CHP 3. L 1. INTRODUCTION

 **Learning Activity 1.** As you listen to the conversation, think about how marriages work in Afghanistan. Write down any words that you need help understanding. For some words, synonyms are provided inside brackets.



Before Marriage

له واده نه مخکې

ځالده	ښایستی جاني، پرون چېرې وې؟
ښایسته	ځالده جاني، پوهېږې چې واده به په راتلونکې کې میاشت وي، نو له خپل مېړه سره خریداري ته لارم.
ځالده	څه شیان مو واخیستل؟
ښایسته	ما یو څه زیورات واخیستل.
ځالده	کولای شې چې په افغانستان د واده د دودونو په اړه یو څه راته ووايست؟
ښایسته	په افغاني ټولنه کې هلکان او انجونې اکثراً غواړي (غوره کوي) چې د خپلې کورنۍ له یو چا (شخص) سره واده وکړي. د مثال په ډول (مثلاً) د پلار د ورور لور یا زوی سره. پدې ورځو کې خلک هم د خپلې کورنۍ څخه بهر د یو چا سره واده کوي، په ځانګړې توګه (مخصوصاً) په ښاري سیمو کې.
ښایسته	کله چې یوه کورنۍ و غواړي چې خپل زوی ته واده وکړي، د کورنۍ ښځې هڅه (کوښښ) کوي چې د نورو کورنیو سره په محفلونو کې شرکت (ګډون) وکړي او د خپلې خوښې یوه انجلۍ ومومي (پیدا کړي). کله چې هغوی یوه انجلۍ خوښه کړه، نو دوی د هغې انجلۍ د کورنۍ په هکله معلومات راټولوي ترڅو وګوري چې کورنۍ څومره مناسبه ده. دوی به هڅې وکړي چې وپوهیږي چې د انجلۍ کورنۍ چیرته ژوند کوي. وروسته د نجلۍ کورنۍ هم د هلک او د هغه د کورنۍ په هکله معلومات حاصلوي و بیا پرېکړه کوي.
ښایسته	منه.
ځالده	هیله کوم.

Language and Culture Note 1.

Wedding

Weddings are extremely significant cultural events (کلتوري پېښې/ پدیده) in Afghan society (ټولنه). The preferred (غوره) mate is a parallel cousin (father's brother's daughter). But, as society has become more urbanized (ښاري), and the nuclear family has become more isolated from the larger community (ټولنه) structure, individual preference is increasingly important. At times, brothers will agree to betroth their children before they are even born, a genetic gamble. An inter-family marriage (د کورنۍ ترمنځ واده) is a simple affair to arrange. Consent between the families (not the bride and groom) is all that is necessary.

CHP 3. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو	
yesterday	parun	پرون	۱
future	rātlunke	راتلونکې	۲
jewelry	zewarāt	زیورات	۳
to choose	ḡwarakawal	غوره کول	۴
for example,	d masālḡawal	د مثال په ډول	۵
outside	bahar	بهر	۶
exclusive	jāngare	ځانګړې	۷
to try	hacah kawal	هڅه کول	۸
to participate	šarkat kawal	شرکت کول	۹
to like	xwaš kawal	خوښ کول	۱۰
data collection	ma'lumāt rāṭolawal	معلومات راټولول	۱۱
appropriate	manāsab	مناسب	۱۲
to get	hāsalawal	حاصلول	۱۳
deciding	prekrah kawal	پریکړه کول	۱۴
then	byā	بیا	۱۵

Listening Strategies

Understanding Tone of Voice

Pay attention to the speaker's tone of voice. People usually express their emotions by raising and lowering their voices. Intonation (tone of voice) carries implicit meaning in a conversation. For example, the stress/raising voice in the last word of the following may show a surprise. *Where **were** you yesterday?*

ښایستی جاني، پرون چېرې وي؟



Learning Activity 3. Match the words and phrases to their Pashto equivalents.

to try	راتلونکې
outside	زیور
choose	غوره کول
data collection	بهر
special	ځانګړې
jewelry	هڅه کول
suitable	معلومات راتلول
get	مناسب
future	پریکړه کول
deciding	حاصلول



Learning Activity 4. Define the following English words.

special	خریداري
suitable	مثال
marriage	واده
shopping	مناسب
example	پرون
yesterday	ځانګړې



Understanding the Listening



Learning Activity 5. Listen to the exchange at the beginning of the lesson (CHP 3. L 1. INTRODUCTION) and answer the following T/F questions. Write غ (غلط) for false and ص (صحيح) for true statements.

Statement جمله	True صحيح / False غلط
Shaysta went shopping yesterday.	
Shaysta went shopping because the wedding is coming up.	
Afghans prefer to marry someone from their extended family.	
In Afghan culture, usually, boys and girls select their life partners.	
In Afghan culture, women, including mothers and sisters, usually conduct the first search for a bride.	
After identifying a girl, the boy's family conducts a background check on the "bride's" family by asking questions from people who know them.	
In Afghan culture most weddings are arranged.	
In Afghan culture, men are usually involved later in the pre-marriage process.	
The boy's family must visit the girl's family multiple times before receiving a positive answer when asking her hand for their son's marriage.	
In the Afghan culture, it is not customary to accept a marriage proposal right away.	

Language and Culture Note 2.

Dowry

There are two types of dowries in Afghan culture. The first one is Islamic dowry and is called *mahr* (مهر). This is a payment that the bride's family requested. The second type of dowry is called *walwar* (ولور). It is written into the marriage contract and sometimes equal to the bride (ناوي) price (قيمت), including clothing (جامي), bedding (بستره), and other household utensils (د کور لوښي) the couple will need. Sometimes, *walwar* is so high that the "groom" (زوم) must postpone the wedding until he can accumulate the amount.

In some cases, the high amount of *walwar* causes the "groom" to travel abroad for employment and to save money (پيسې خوندي کول). *Walwar* is also sometimes used by the girl's family to avoid marriage. They intentionally make it high so the boy or his family cannot afford it and eventually withdraw their marriage proposal.



CHP 3. L 1. DIRECT INSTRUCTION

A. Simple Past Tense – *To be* Verbs

In Pashto, the verb *To be* functions in six different ways. This feature of the Pashto language grammar is because Pashto is a gender-based language, and verbs are conjugated according to the pronoun of the sentence. See below the past form of the verb *To be*:

English	Transliteration		پښتو	
	Pronoun	Past Form To be Verb	Past Form To be Verb	Pronoun
I was	zah	wam	وم	زه
we were	mun ž	wo	وو	مونږ / موږ
you were (sg. informal)	tah	we	وي	ته
you were (pl. formal)	t āse	wa əy	وي	تاسي
he was	ha ġah	wah	و	هغه
she was	ha ġah	wah	وه	هغه
they were (distance)	du əy	wo	وو	دوی
they were (close)	haġuəy	wo	وو	هغوی

 **Learning Activity 6.** See below the difference between simple present and past tense sentences.

Past Tense	Present Tense
زه پرون په کور کې وم. I was at home yesterday.	زه نن په کور کې یم. I am at home today.
مونږ پرون په کور کې وو. We were at home yesterday.	مونو نن په کور کې یو. We are at home today.
ته پرون په کور کې وې. You were at home yesterday.	ته نن په کور کې یې. You are at home today.
تاسې پرون په کور کې وئ. You were at home yesterday.	تاسې نن په کور کې یاست. You are at home today.
هغه پرون په کور کې و. He was at home yesterday.	هغه نن په کور کې دی. He is at home today.
هغه پرون په کور کې وه. She was at home yesterday.	هغه نن په کور کې ده. She is at home today.
دوی پرون په کور کې وو. They were at home yesterday.	دوی نن په کور کې دي. They are at home today.
هغوی پرون په کور کې وو. They were at home yesterday.	هغوی نن په کور کې دي. They are at home today.

Note: The negative statement is formed by adding *na* (نه) before the *To be* verb. For example: *I was not at home.* (زه په کور کې نه وم).

B. Adverbs of Time in Past Tense

English	Transliteration	Adverb
yesterday	parun	پرون
last/past day	terahwra j	تېره ورځ
last/past month	terah myāšt	تېره میاشت
last year	terkāl	تېر کال
two months ago,	dwah myāšte maxke	دوه میاشتې مخکې
old/past	paxw ā	پخواه
two years ago,	dwah kālax paxw ā	دوه کال پخواه
two weeks ago,	dwah aone d maxah	دوه اونۍ د مخه



Learning Activity 7. Match the statements.

اوس زه ضعیف یم، خو پخوا.....	وې.
تاسې سړکال معلم یاست، تېرکال.....	دوه کال مخکې مجرد ده.
اوس مونږ په جلال اباد کې یو، مگر تېره	قوي وم.
اوس ته په کور کې یې، خو پرون په بازار کې....	تاسې شاگرد وئ.
خور مې اوس مټاېله ده، خو	میاشت په امریکا کې وو.



Learning Activity 8. Answer the following questions in Pashto using complete sentences.

پوښتنه	ځواب
کوژده کله وه؟ (Last year)	
خالد پرون چیرته وه؟ (market)	
ته کله په امریکا کې وې؟ (Last month)	
د کوژدې مراسم چیرته وه؟ (In a hotel)	



Learning Activity 9. First, complete the sentences using the past simple of the verb *to be* in . Second, use [Vocaroo | Online voice recorder](#) to record yourself saying each completed sentence. Then, share the link with your teacher or classmates for feedback. Look up some words using online dictionaries.

	زه ڀرون په کور کې ——— .
	انجلا تېره هفته په لاس انجلس کې ——— .
	احمد دوه ورځې مخکې مريض ——— .
	موږ تېره اونۍ د خپل خپلوانو په کور کې ——— .
	دوه ورځې مخکې چيرته ——— ؟

Language and Culture Note 3.

The Process of Getting Married

The process within the family or outside-of-family marriage (کوژده) is almost the same. Once a family identifies (پېژندل) a girl and decides (پرېکړه) to ask her hand for their son's marriage, they involve kinswomen to facilitate the initial process. It is called *ru-yi-bar* or *wasita*. After the woman receive the initial positive (مثبت) gesture (indirectly expressing their willingness to move forward), kinsmen are engaged in the process (پروسه) to manage the financial negotiations (مالي جروبخت). This part of the process is delicate and may go on for months until both sides agree on a deal.

Later steps include the lafz ("to get the word," or "promise"); khesh-khwari, "taking or eating sweets (شريني خوري)," the Nikah-namah (signing of the contract), and shaw-yi-khinah (or takht-i-khinah, the marriage ceremony), and the actual wedding (اصلي واده) ceremony (the reception). Some upper-class families combine the last stages after shirin-i-graftan into one gala evening in a hotel or big event hall.

Relatives (خپلوان) and close friends (نږدې ملگري) visit the couple two days (or on another specified day) after the wedding ceremony and leave behind gifts or cash to help the young couple launch their married life- like a "bridal shower" in reverse.

PREPARING FOR THE WEDDING

د واده لپاره تیاری نیول

CHP 3. L 1. ESSENTIAL QUESTIONS

- What are the key elements and significance of wedding traditions in Afghanistan?



Learning Activity 10. Look at the picture and answer the following questions.

- What are some rituals for engagements and weddings in Afghanistan?
- What are some steps involved in getting married in Afghanistan?

Reading Strategies

Guessing the Meanings of New Words (چې)

You do not need to look up the definition of each word that you do not know. Sometimes, you can guess the meaning of a word from the context or from the words that come before the “unknown” word or after it. The word *that/to* (چې) can also provide some clues. In other words, if you see *that/to* (چې) you can guess that something is happening as a result of something. For example, *They consider it good to choose their life partner from their close relatives.*

CHP 3. L 1. READING



Learning Activity 11. Read the following text adapted from an online article about customary marriages in Afghanistan. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

Marrying Close Relatives

نږدې خپلوانو کې واده کول

اگست ۴، ۲۰۱۹

په افغانستان کې یو شمېر ډاکټران وايي، له نږدې خپلوانو سره واده کول، چې په دغه هېواد کې تر ډېره دود (رسم) دي ډېر وخت د ستونزو (مشکلات) درامنځته کېدو لامل ګرځي. دغلته له نږدې خپلوانو لکه د تره لور، د تره زوی او یا هم د ماما له لور او یا یې له اولادونو سره واده کول له پخوا دود دي او لا هم دغه دود پر افغاني ټولنې موجود دی.

دغه دود په ډېرو وختونو کې ښه پایله (نتیجه) نه لري. کېدای شي اولادونه معیوب (ناسالم) وي او یا هم له فکري پلوه (خواه) له ستونزو ورنځیري (مشکل ولري). د نږدې خپلوانو کې واده کول ځینې دلایل دا دي: کار ټول د کورنیو د مشرانو په واک (اختیار) کې دي او هغوی فکر کوي که چېرې زامن یا لونې یې د کورنۍ نه بهر واده وکړي، هغوی پردې کېږي.

ځینې نور بیا په خپله کورنۍ کې د یووالي (اتحاد) لا ښه ټینګیدل (محکم) او د یو بل پیژندل د دې لامل ګڼي. دوی فکر کوي دا کار د کورنیو یووالي (اتحاد) همداسې ټینګ (متحد) ساتي. د افغانستان په څیر (شان) دودیزه (عنعنوي) ټولنه کې د ډېرو ځوانانو لپاره ګرانه او ناممکنه ده چې د ژوند ملګری په خپله خوښه وټاکي (انتخاب وکړي). دوی تر ډېره خپله خوښه مور-پلار ته پریري او هغوی دا ښه ګڼي، چې په نږدې خپلوانو کې ورته د ژوند ملګري وټاکي.

پوهان او هم طبي ډاکټران په دې باور دي (فکر کوي) چې د سالمو اولادونو لپاره غوره (مناسب) دا ده، چې د نږدې خپلوانو پرځای له نورو خلکو سره خپلوي وشي.

Adapted from: BBC [انیمکس رادیو | Enikass Radio - نږدې خپلوانو کې واده کول](#)

CHP 3. L 1. AFTER READING

Reading Strategies

Previewing the Heading

It is always an effective practice to look over a reading quickly and review its headings before reading it. This will keep you focused and remind you about the topic you read.



Understanding the Reading



Learning Activity 12. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Pashto dictionary.

Statement جمله		True صحيح / False غلط
1.	This article is about inter-family marriages.	
2.	In Afghanistan, sons and daughters usually let their parents select their life partners for them.	
3.	Most Afghans believe that inter-family marriages bring more unity between families.	
4.	According to some physicians, inter-family marriages may negatively impact the couple's children's physical and mental health.	
5.	According to the article, inter-family marriages may be problematic.	
6.	According to the article, Afghan parents believe that a life partner outside the nuclear family may cause their sons or daughters to move away from them.	
7.	According to the article, it is hard for boys and girls to select their life partner by themselves.	
8.	Inter-marriages are a longstanding tradition in Afghanistan that still continues.	
9.	According to the article, marriage outside the nuclear family might lead to healthier children.	
10.	Overall, the article's tone is negative about the wedding practices in Afghanistan.	



Learning Activity 13. Work with a partner or alone. Read the article “Marrying Close Relatives” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 14. Finding the Main Idea

Work with a partner or alone and write in the main idea of the reading “Marrying Close Relatives” in your own words.



Learning Activity 15. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.).

خپلوان	يووالي	واده کول	سالم	پرېکړه کول
--------	--------	----------	------	------------

- ۱ په افغانستان کې له نږدې _____ سره واده کول معمول دی.
- ۲ له نږدې خپلوانو (د تره لور، د تره زوی) سره _____ له پخوا دود دی.
- ۳ ځینې افغان کورنیو د _____ د ټننگولو لپاره په خپلو منځو کې واده کوي.
- ۴ په افغانستان کې معمولاً مور او پلار د خپلو زامنو او لونیو د واده په اړه _____ .
- ۵ د _____ ماشوم درلودلو لپاره، دا مهمه ده چې چې د نژدې خپلوانو پرځای له نورو خلکو سره واده وشي.

CHP 3. L 1. APPLYING KNOWLEDGE



Learning Activity 16. Refer to the “Marrying Close Relatives.” Work with a partner or alone. Write a short email in Pashto to a friend and tell them about 2-3 wedding practices in Afghanistan. Also, mention if anything in the passage has surprised you. Use an online Pashto dictionary to look up some words.

CHP 3. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 17. In English, compare wedding practices in Afghanistan and in your community. What similarities and differences do you notice?

CHP 3. L 1. EVALUATING



Learning Activity 18. Select 2-3 practices related to weddings in Afghanistan. In English, describe those practices, explain how those practices may affect the Afghan couple's lives.



Learning Activity 19. Based on what you have learned and acquired, in English, write the importance of knowing about marriage traditions in Afghanistan. What do you recommend for guests who attend a wedding ceremony (Dos and Don'ts)?

Language and Culture Note 4.

Child Marriages

The minimum age of marriage for girls in Afghanistan is below the internationally accepted norm (18 years old) (اتلس کاله), especially in rural areas. In some tribal (قبيله) areas (سيمه), families use child marriages to settle disputes (شخړه) with rival families and tribes.

According to a report (د راپور په اساس) by UNFPA Afghanistan (2022), about a tenth of Afghan married girls between the ages of 15–19 give birth every year because of early marriage and lack of access to reproductive توليدي health information and family planning services.

CHP 3. L 1. CRITICAL THINKING



Learning Activity 20. Research on the internet or brainstorm with a classmate potential challenges young Afghan couples may face when selecting their life partner and recommend ways to mitigate those challenges. In English, write your findings in the following space.

CHP 3. L 1. CREATING



Learning Activity 21. Based on what you have learned and acquired so far, develop an informational sheet in the Pashto language, illustrated with relevant images, to explain traditional and cultural rituals for engagements and weddings in Afghanistan.



Learning Activity 22. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

واده اسان وي خو ټک ټوک يې گران وي.

Transliteration: wādah āsān wi xo ʔak ʔuk ye grān wi

Literal: Getting married is easy, but the preparation is hard/expensive.

Meaning: This proverb underscores the idea that while the act of getting married itself (i.e., the wedding ceremony) might be straightforward, the preparations leading up to it, which could include the engagement, wedding planning, the financial costs, as well as mental and emotional preparation, can be complex, challenging, and costly.

The proverb can be applied broadly, not just to marriages but to many situations in life. It encapsulates the concept that the execution of an event or undertaking can seem simple, but the planning, organization, and preparation that precedes it are usually where the most effort and expense are involved.

CHP 3. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe rituals for engagements and weddings in Afghanistan.	
2.	I can explain what the most important part of a wedding is in the Afghan culture.	
3.	I can ask and answer questions about wedding traditions in Afghanistan.	
4.	I can explain potential challenges couples may face when selecting their life partner and recommend ways to limit those challenges.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

LESSON 2

دوهم درس

WEDDING CEREMONY

د واده مراسم

CHP 3. L 2. ESSENTIAL QUESTIONS

- What is the significance of marriage from the Afghan cultural perspective?
- What to expect when attending a wedding in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What happens during a wedding ceremony in the Afghan culture?
- Can you distinguish between cultural traditions and Islamic practices?

CHP 3. 2. FOCUS OF THE LESSON

In this lesson, you will be able to explain the significance of marriage from the Afghan cultural perspective and create some guidelines about Dos and Don'ts when attending an Afghan wedding. The grammatical aspect of the lesson will focus on the simple past tense with action verbs.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 3. L 2. Lesson Learning Checklist).

CHP 3. L 2. INTRODUCTION

-  **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand.



The Wedding was Yesterday

واده پرون وه.

- | | |
|-------------|--|
| جلال خان | السلام عليكم عبدالله خانه! پرون چپري وي؟ په واده كي نه وي؟ |
| عبدالله خان | ريښتيا وايي، جلال خانه! د ناوي كورنۍ راته د واده كارت لېږلي وه خو زه ډېر مصروف وم. ماشومانو مي گدون كړي وه. د واده عكسونه مي وليدل. فكر كوم چي ډېر ښه واده وه. |
| جلال خان | هو، شاوخوا زر كسه ميلمنو برخه اخستې وه. ډوډۍ ډېره خوندوره وه. |
| عبدالله خان | سندرغاړي څوك وه؟ |
| جلال خان | د زوم كورنۍ نغمې او منگل ته بلنه وركړې وه چې په واده كي گدون وكړي او سندرې ووايي. هغوى له بهرني هيواد څخه راغله او سندرې ووايلي. البته، د زوم كورنۍ د دوى د سفر لگښتونه وركړل. |
| عبدالله خان | داسي ښكاري چي ډېر پرمصرفه واده وه. |
| جلال خان | په ريښتيا همداسي وه. هرچا د مصرف په اړه خبرې كولې. |
| عبدالله خان | ښه دى چي تاسو ښه وخت درلود |
| جلال خان | مننه! |

Language and Culture Note 1.

The Significance of Marriage

Marriage is the most significant social event (ټولنيزه پېښه) in Afghanistan. It bonds families, solves hostilities (دښمني), and disputes between tribal groups (قومي ډلې). Unmarried (مجرد) men and women may not be socially accepted as others may suspect the reason is due to some type of undesirable fault or transgression. Marriage is also a religious obligation (دیني مکلفیت); every man and woman must marry by a certain age. An unmarried man may be considered a potential threat (احتمالي گواښ) to the purity of singles or the faithfulness of married women (واده شوي ميرمنې).

Based on Afghan Civil Law, the minimum age (لږ تر لږه عمر) for marriage is set to 16 for girls and 18 for boys. In rural areas, families usually marry their children at an early age.

CHP 3. L 2. VOCABULARY PREPARATION

 **Learning Activity 2.** Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book. Remember that some words are pronounced differently depending on regional dialect (Eastern [Nangahari/Western [Kandahari] dialect). In cases where there is a difference, the Eastern dialect is provided first, followed by the Western dialect.

English	Transliteration	پښتو
bride	nāwe	ناوې ۱
busy	masruf	مصروف ۲
photo	'ks	عکس ۳
around	šāoxwā	شاوخوا ۴
participate	barxah hxestāl	برخه اخستل ۵
musician	Sadar ġāṛi	سندرغاړي ۶
songs	sadare	سندرې ۷
sing song	sandare wawāyal	سندرې ووايل ۸
foreign	bahrani	بهرني ۹
foreign country	bahrany hewād	بهرنی هیواد ۱۰
came	rāġlal	راغلل ۱۱
of course,	albatah	البته ۱۲
expenditure	lagašt	لگښت ۱۳
to give	wakawal	ورکول ۱۴
exorbitant expenses	par masraf	پرمصرف ۱۵

Listening Strategies

Making Inferences

It is crucial to be able to make inferences (read between the lines) to understand things that speakers do not say explicitly. This skill is especially critical in Afghan culture as Afghans mostly talk around a point without getting to it directly. The listener must be able to make inferences and decode messages from the context of the conversation. For example, in the conversation between Jalal Khan and Abdullah Khan, the phrase *ماشومانو مي گډون کړی وه* / *my children had participated*, the word *ماشومان* / *children* does not necessarily mean children/kids. It means *family*, including the speaker's wife.



Learning Activity 3. Match the words and phrases to their Pashto equivalents.

exorbitant expenses	زوم
expenditure	ناوی
to spend	مصرف کول
singers	سندرغاړي
henna	لښت
bride	پرمصرف
photo	محفل
party	حنا
songs	عکس
groom	سندري



Learning Activity 4. Define the following English words in Pashto.

expenditure	ناوې
photo	زوم
songs	مصرف
bride	عكس
groom	سندري
spend	لگښت



Understanding the Listening



Learning Activity 5. Listen to the exchange at the beginning of the lesson (CHP 3. L 2. INTRODUCTION) and answer the following T/F questions. Write غ (غلط) for false and ص (صحيح) for true statements.

Statement جمله	True صحيح / False غلط
The conversation is about a wedding.	
The second speaker could not attend the wedding.	
The family had invited singers from abroad.	
Abdullah Khan was not invited to the wedding.	
The family had covered the travel cost of the performers.	
There were more than eight hundred people at the wedding.	
It was an expensive wedding.	
Everyone had a fun time at the wedding.	
Abdullah Khan's family attended the wedding.	
Everyone was talking about the cost of this wedding.	

Language and Culture Note 2.

Wedding Ceremonies

Wedding ceremonies typically contain two parts.

The first part is the religious ceremony, *neka* (نکاح). The marriage contract or *neka khat* (نکاح خط) is signed in the presence of the religious leader *mulla* (ملا), the groom, witnesses, and the bride's representatives chosen by the bride called *padar wakll* (پدر وکیل). The marriage contract includes an agreement on the dowry or *mahr* (مهر). In the Muslim faith, a dowry is a gift or a promise of a gift to the wife by the husband. It is obligatory and must be included in the marriage contract. Usually, families negotiate *mahr* before the wedding ceremony. Sometimes *mahr* becomes an issue involving negotiators from both sides to negotiate and reach an agreement. *Mahr* can be cash or in-kind. The amount varies and may reach thousands of dollars or the equivalent in the property.

CHP 3. L 2. DIRECT INSTRUCTION

A. Simple Past Tense - Oblique Form

The oblique form of nouns and pronouns are used in past tense. See below:

English	Transliteration	Pronoun Oblique Form	Pronoun
I	mā	ما	زه
we	muḡ	<i>the same</i>	موږ / مونږ
you (singular/informal)	tā	تا	ته
you (plural/formal)	t āso	تاسو	تاسي
he	dah/ha ḡah	ده / هغه	دی / هغه
Khalid (a boy's name)	dah/ha ḡah	<i>the same</i>	خالد (د هلک نوم)
she	de/ha ḡe	دې / هغې	دا / هغه
Khalida (a girl's name)	x ālde	خالدي	خالده (د انجلۍ نوم)
they	du əy /ha ḡuəy	<i>the same</i>	دوی / هغوی
who	čā	چا	څوک

Reminder. Feminine nouns that end with *h* / ه, their oblique forms are formed by changing the *h* / ه to *yey* / ې (such as in Khalida's name in the example above).

B. Verb-Object Agreement in Past Tense (Transitive Verbs)

In past tense, the verb always agrees with the *object*, **not** with the noun or pronoun who does the action, if the verb is transitive and requires an object. The *object* is a noun or pronoun that receives the action of a verb in a sentence. For instance, if the *object* is feminine, the verb must also be feminine, if the *object* is plural, the verb must also be plural, and so on. In the following example, the object is the *bread* (a feminine noun) on which the action is performed. As you will note, regardless of who performs the action, the verb agrees with *bread*.

The past form of the verb *to eat* / خوړل for third person singular is *wxwaḡah* / خوړه (it will be explained in detail further).

Verb	Object (Feminine)	Pronoun (Oblique)
خوړه.	ږوږی	انجلۍ
خوړه.	ږوږی	هلک
خوړه.	ږوږی	خلکو (خلک)

See more examples for the verb *to hit* / وهل

In this example, Ahmad (a boy's name) is the object.

English	Verb (Conjugated Based on the Object)	Object	Adverb of Time	Pronoun Oblique Form
I hit Ahmad yesterday.	ووهه.	احمد	پرون	ما
We hit Ahmad yesterday.	ووهه.	احمد	پرون	موړ
You (sg.) hit Ahmad yesterday.	ووهه.	احمد	پرون	تا
You (pl.) hit Ahmad yesterday.	ووهه.	احمد	پرون	تاسو
He hit Ahmad yesterday.	ووهه.	احمد	پرون	ده / هغه
Khalid hit Ahmad yesterday.	ووهه.	احمد	پرون	خالد
She hit Ahmad yesterday.	ووهه.	احمد	پرون	دي / هغې
Khalida hit Ahmad yesterday.	ووهه.	احمد	پرون	خالدي
They hit Ahmad yesterday.	ووهه.	احمد	پرون	دوی / هغوی
Who hit Ahmad yesterday?	ووهه.	احمد	پرون	چا

i. Simple Past Tense – Action verbs

Understanding and using simple past tense in the Pashto language is relatively more complex than the present and future tenses. To ease learning of the concept, we have categorized the verbs, based on their infinitive forms, into five categories. The first category will be presented in this lesson, and the rest will be reviewed in the following lessons.

First Category: verbs that their infinitive form ends with *lām* / ل. The past form of these verbs is formed by adding the letter *wāw* / و at the beginning of the verb and conjugating the verb based on the **object**. See below how the verb *to hit* / وهل is conjugated for each object pronoun. Notice the changes in **red**.

Changes	Past Form (conjugated)	Object Pronoun	Object Pronoun
The letter <i>mem</i> /م is added	ووهلم	زه	I
The letter <i>wāw</i> / و is added	ووهلو	موړ / مونږ	we
The letter <i>yey</i> /ې is added	ووهلي	ته	You (sg.)
The letter <i>yey</i> /ې is added	ووهلي	تاسي	You (pl.)
The letter <i>lām</i> / ل is replaced with <i>h</i> /ه	ووهه	دي / هغه	he
The letter <i>h</i> /ه is added	ووهله	دا / هغه	she
No change	ووهل	دوی / هغوی	They (masculine)
The letter <i>yey</i> /ې is added	ووهلي	دوی / هغوی	They (feminine)

Remember:

- The action *to hit* / وهل was performed on the *object* in the following examples which means that the *object pronouns* (i.e., I, we, you, etc.) was hit by someone.
- The verb agrees with the object. In the following examples, the first object pronoun in the following example is I / هـ , so the verb is conjugated with *mem* / مـ .

Now let's some more examples:

English (Past Tense)	Past Form (Conjugated)	Object (Who Receives the Action)	Pronoun (Oblique Form) (Who Does the Action)
You hit me.	ووهلم.	زه	تا
Khalida [a female] hit us.	ووهلو.	مونر	خالدي
I hit you [singular].	ووهلي.	ته	ما
Khalid [a male] hit you [all].	ووهلي.	تاسو	خالد
They hit him.	ووهه.	هغه	دوى
You [formal] hit her.	ووهله.	هغه	تاسي
I hit them.	ووهل	دوى	ما
Who was hit by Khalida? (Assuming the hitter is a female)	ووهه؟	خوك	خالدي
Who hit Khalida? (Assuming the hitters are a group of females)	ووهله؟	خالده	چا

The following verbs fall under the first category:

to cultivate	karal	كرل	to hit	wahal	وهل
to forgive	bax řal	بخښل	to write	likal	ليكل
to win	ga řal	گڼل	to tie	ta řal	ترول
to show	řodal	شودل	to keep	s ātal	ساتل
to shake	can řdal	څښل	to swim	l āmbal	لامبل
to divide	we řal	ويشل	to drink	ca řal	څښل
to wash	min řal	مښل	to send	le řal	لېږل
to delay	řan řawal	ځنډول	to drive	čalawal	چلول
to make laugh	xandawal	خندول	to kidnap	ta řtawal	تښتول
to smoke	ckawal	څكول	to burn	swa řawal	سوځول
to fly	alu zawal	الوزول	to search	la řawal	لتول



Learning Activity 6. Select the correct conjugation for each statement.

English	Conjugated Verb	پښتو
I drank tea.		ما چای [څښل].
You drove a car.		تاسو موټر [چلول].
We wrote a letter.		موږ خط [لیکل].
I kept my brother safe.		ما خپل ورور خوندي [ساتل].
My brother kept me safe.		ورور مې زه خوندي [ساتل].
She sent a book to her father.		هغې خپل پلار ته یو کتاب [لېږل].
I forgave you.		ما ته [بخښل].



Learning Activity 7. Work with a partner or alone. Complete the following missing words. The English equivalent of the missing words has been provided in the boxes below.

پرون سهار، _____ د سهار په ۸ بجو خپله ناشته _____ وروسته، _____ خپل ملگري ته یو خط _____ او هغه ته یې _____ پنځه ساعته وروسته، هغې ما ته بیرته د خط ځواب _____.

I		۱
to eat		۲
my friend		۳
to write		۴
to send		۵
to send		۶



Learning Activity 8. Match the statements.

پرون د احمد خواړه _____ وخوړه؟	وبخښله
خالدي _____ ووهه؟	زه
پلار مې _____ وبخښلم.	په واده کې وو.
ما انجلا _____.	څوک
پرون تاسو چېرې وئ؟	چا

Language and Culture Note 3.

Wedding Ceremonies

The second part of the wedding ceremony after *nekā* (نکاح) is the festivity or the actual reception. It is called *wāda* (عرسي) or *toi* (توی). The reception's size varies based on the family's status and whether it is happening in urban areas or rural parts of the country. Guests are mostly segregated on gender lines. If the wedding takes place in the groom's house, especially in rural areas, neighbors make their houses available to host guests.

Loud music and dancing will continue throughout the evening to entertain the guests. Dinner is served late following the wedding couple entering the reception areas for the non-religious marriage traditions. The bride and groom will walk to the room slowly while someone carries Holy Qur'an above their heads. For respect, the guests stand until the bride and groom sit in the designated place/sofa designed for them. Some rituals called *āina musāf* / clean mirror (آینه) and henna dye (*nakraz* (نکریز)) will take place.



WEDDING CEREMONY

د واده مراسم

CHP 3. L 2. ESSENTIAL QUESTIONS

- What are the additional wedding ceremony expenses that couples should consider and plan for?



Learning Activity 9. Look at the picture and answer the following questions.

- How do wealth and status influence weddings in Afghanistan?
- Which elements are cultural traditions and which ones are Islamic practices?

Reading Strategies

Classifying

To understand a reading better and retain the meaning of words based on their part of speech, it is important to be able to put similar things in groups. As you read a text, try to classify new information, either in your head or on a piece of paper.

CHP 3. L 2. READING



Learning Activity 10. Read the following text adapted from an online article about additional wedding ceremony expenses. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

Additional Wedding Ceremony Expenses

د واده د مراسمو اضافي لگښتونه

فرید تنها

7 Jan 2023 - 18:03

د کاپيسا علماوو شورا د واده اضافي (زياتي) مراسم منع کړل، ولور يې ۱۵۰ زره افغانۍ وټاکه (اتخاب کړل). د کاپيسا د علماوو شورا او قومي مشرانو په يوه پرېکړه لیک (فيصله نامه) کې د ولور اندازه تر ۱۵۰ زره افغانۍ وټاکله او پرېکړه يې وکړه چې مهر بايد د دواړو غاړو (طرف) په خوښه و ټاکل شي، د کوژدې، د نکريزو (حنا) شپه، عيدي، براتي او داسې نور محفلونه منع دي.

Source: Adapted from: [Pajhwok Afghan News](#) — واده او مړي اضافي مراسم

CHP 3. L 2. AFTER READING

Skills and Learning Strategies

Apply Information

Applying information that you already know to a new situation is an important critical thinking skill. This skill shows that you have understood the information and can use it to create with the language.

For example:

You read: Engagement, henna night, Eid, Barati and other ceremonies are prohibited. د کوژدې، د نکريزو شپه، عيدي، براتي او داسې نور محفلونه منع دي.

You think: Is it possible? Do people accept these orders? If not, what consequences might they face?

Understanding the Reading



Learning Activity 11. Check your understanding about the reading on previous page by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online dictionary.

Statement جمله		True صحيح / False غلط
1.	This article is about extra wedding expenditures.	
2.	In Afghanistan, people usually show off their wealth and status in wedding ceremonies.	
3.	Most Afghans believe that inter-family marriages bring more unity between families.	
4.	The elders set the dowery amount at a lower price than \$150,000.	
5.	The Scholars Council of one of the provinces voted against the excessive cost of wedding ceremonies.	
6.	Both parties (groom and bride sides) should agree on the dowery amount.	
7.	The Scholar Council allowed engagement ceremonies.	
8.	The elders banned engagement and henna dye ceremonies.	
9.	Eidee is a ritual where girls receive gifts, including clothes, fruit, sweets, and other edible items from their fiancé during Eid al-Fitr and Eid al-Adha (the two Muslim holidays).	
10.	Shab-e-Barat or Barat Night is another Muslim festival where girls receive gifts, including clothes, fruit, sweets, and etc. from their fiancé.	



Learning Activity 12. Work with a partner or alone. Read the article “Additional Wedding Ceremony Expenses” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write the main idea of the reading “Additional Wedding Ceremony Expenses” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.).

مصارف	منع	ولور	علما	پرېکړه لیک
-------	-----	------	------	------------

- ۱ د کاپيسا _____ شورا د واده زياتي مصارف بند کړ.
- ۲ مشرانو د _____ بيه يوه نيمه سوه زره افغانۍ وټاکه.
- ۳ قومي مشرانو د واده د اضافي لگښتونو په هکله يوه _____ صادر کړ.
- ۴ په کاپيسا کې د کوژدۍ مراسم _____ شو.
- ۵ د کاپيسا د مشرانو د پرېکړه لیک په اساس، خلک بايد په واده کې زياتي _____ ونکړي.

CHP 3. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the “Additional Wedding Ceremony Expenses.” Work with a partner or alone. Write a short email in Pashto to a friend and tell them about 2-3 decisions made by the Kapisa’s council of elders related to excessive wedding ceremony expenses. Also, mention if anything the passage has surprised you. Use an online dictionary to look up some words.

CHP 3. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare wedding ceremony expenses in Afghanistan and in your community. What similarities and differences do you notice?

CHP 3. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to wedding ceremonies in Afghanistan. In English, describe those practices, and explain whether those practices are cultural traditions or Islamic practices. Also, indicate how those practices may affect the Afghan couple's lives.



Learning Activity 18. Based on what you have learned and acquired, in English, write the significance of wedding ceremonies in Afghanistan.

Language and Culture Note 4.

Attending a Wedding

The actual wedding (واده) ceremony (مراسم) may take 1-4 days, depending on the social and financial status (حالت) of the families. Guests typically wear formal outfits. At the wedding, proceedings may occur later than the invitation indicates. It is common (عام) for guests to arrive 1-2 hours late and for dinner to be served (تقسیم) late in the evening (e.g., 9 PM). Guests are usually invited and requested to dance (نڅا) at weddings.

Gifts are given to the bride after the wedding ceremony, called *takhtjami* (تخت جمعی). This is a gathering of women at the bride's new home. This is a longstanding tradition that still occurs in rural areas. While family members, including sisters, brothers, mother, father, and aunts (عمه/خاله), etc., tend to give gold (سره), other friends give cash and household items.

CHP 3. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate other wedding rituals that may have not been discussed in this lesson. In English, write your findings in the following space and discuss their significance.

CHP 3. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create a comprehensive guideline in the Pashto language outlining the Dos and Don'ts for guests attending a traditional Afghan wedding.

Don'ts مه کوي	Dos ويي کړي



Learning Activity 21. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

چېرته چې زړه ځي، هلته پښې ځي.

Transliteration: certah ce zrah ji haltah paše ji.

Literal: Where your heart goes, there your feet will go.

Meaning: This proverb speaks to the notion that our emotions, passions, or desires often guide our actions and decisions. Essentially, we tend to follow what we love or are passionate about. The heart is often symbolically used to represent emotions or desires, while the feet represent action or movement. Thus, "where your heart goes, your feet will follow" is a poetic way of expressing that people often act according to their inner feelings or desires, that they are drawn towards what they love or what resonates with them emotionally.

CHP 3. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can explain the significance of marriage from the Afghan cultural perspective.	
2.	I can explain what happens at a typical Afghan wedding ceremony.	
3.	I can talk about what to expect when attending a wedding in Afghanistan.	
4.	I can ask and answer questions about wedding traditions in Afghanistan.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

CHP 3. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 3.

Chapter Objectives:

- Identify the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *Afghan weddings* by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about *Afghan weddings*, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about my life, activities, events, and other social experiences about *Afghan weddings*, using sentences and series of connected sentences.
- Compare products and practices in my own and other cultures related to *Afghan weddings*.

CHP 3. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 3

Topic: Preparing for the Wedding in Afghanistan

Proficiency Level: Intermediate Low (ACTFL 2012), ILR 1

Objective: To demonstrate understanding of the Pashto language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational) focusing on Afghan wedding rituals, their significance, and what to expect when attending a wedding.

1. Interpretive Mode

- **Task:** Read a cultural article in Pashto that describes various Afghan wedding rituals and their significance. The article will also cover the importance of marriage in Afghan culture.
- **Assessment:**
 - Write a reflective journal entry in Pashto summarizing the article.
 - Discuss how Afghan wedding rituals compare to those in your own culture or another culture you are familiar with.

2. Interpersonal Mode

- **Task:** Engage in a dialogue with a classmate in Pashto, discussing:
 - The significance of different elements in an Afghan wedding.
 - Share your thoughts on the importance of marriage in different cultures.
- **Assessment:**
 - Active participation in the conversation, including asking and answering questions.
 - Use of culturally appropriate language and expressions related to weddings and marriage.

3. Presentational Mode

- **Task:** Prepare and deliver a presentation in Pashto on the topic: "What to Expect When Attending a Wedding in Afghanistan":
 - Outline the key rituals and events.
 - Discuss the roles and expectations of guests.
 - Reflect on the cultural significance of these practices.
- **Assessment:**
 - Organization and clarity of the presentation.
 - Correct usage of relevant vocabulary and grammar.
 - Ability to engage the audience and clearly convey your understanding of Afghan wedding customs.

Peer Review and Discussion (Post-Presentational Task)

- **Task:**
 - Participate in a peer review session providing feedback on your classmates' presentations focusing on content accuracy, language use, and presentation skills.

- Join a group discussion synthesizing the learned information and sharing insights on the cultural importance of weddings in Afghan society.
- Assessment:
 - Quality of feedback provided to peers.
 - Active and meaningful participation in the discussion, demonstrating a comprehensive understanding of Afghan wedding traditions.

CHP 3. VOCABULARY

English	Transliteration	پښتو
yesterday	parun	پرون
future	rātlunke	راتلونکي
jewelry	zewarāt	زیورات
choose	ḡwarakawal	غوره کول
for example,	d masāldawal	د مثال په ډول
outside	bahar	بهر
exclusive	jāngare	ځانگړي
to try	hacah kawal	هڅه کول
to participate	šarkat kawal	شرکت کول
to like	xwaš kawal	خوښ کول
data collection	ma'lumāt rāṭolawal	معلومات راټولول
appropriate	manāsab	مناسب
get	hāsalawal	حاصلول
deciding	prekrah kawal	پریکړه کول
then	byā	بیا
bride	nāwe	ناوې
busy	masruf	مصرف
photo	'ks	عکس
around	šāoxwā	شاوخوا
participate	barxah hxestāl	برخه اخستل
musicians	sadar ḡāṛi	سندرغاړي
songs	sadare	سندرې
sing song	sandare wawāyal	سندرې ووايل
foreign	bahrani	بهرني
foreign country	bahrany hewād	بهرنی هیواد
came	rāḡlal	راغلل
of course,	albatah	البته
expenditure	lagašt	لگښت
to give	wakawal	ورکول
exorbitant expenses	par masraf	پرمصرف

CHAPTER FOUR

څلورم څپرکی

AFGHAN MUSIC, DANCE, & POETRY

موسيقي، نڅا او شاعري



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LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and key information in a short straightforward informational passage.

Chapter Objectives

- Understand the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *Afghan music, dance, and poetry* by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about *Afghan music, dance, and poetry*, creating sentences and asking a variety of follow-up questions.

C. Presentational: I can tell a story about my life, activities, events, and other social experiences, using sentences and series of connected sentences.

Chapter Objectives

- Tell a story about my life, activities, events and other social experiences about *Afghan music, dance, and poetry*, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in my own and other cultures related to *Afghan music, dance, and poetry*.

LESSON 1

لومړۍ درس

MUSIC IN AFGHAN SOCIETY

موسيقي په افغاني ټولنه کې

CHP 4. L 1. ESSENTIAL QUESTIONS

- In what ways do Afghans participate in and enjoy musical experiences?
- How does music reflect culture, periods, and styles?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- Why do humans participate in and value music?

CHP 4. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to identify the significance of music in Afghan society and explain how music reflects culture. The grammatical aspect of the lesson will focus on the simple past tense – action verbs (category 2).

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 4. L 1. Lesson Learning Checklist).

CHP 4. L 1. INTRODUCTION

- 🎧 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside brackets.



Music

موسيقي

خالده	دا دېر بڼه واده وو. زما خوښ شو چې دوی د نارینه او ښځینه لپاره جلا جلا (یوازې) موسيقي ترتیب (جوړکړې) کړې وه.
ښایسته	خالده جانې، هو، دا افغاني دود (کلتور) دی چې نارینه او ښځې سره جلا کوي ترڅو دوی له محفل (جشن) څخه خوند واخلي.
خالده	موسيقي او سندرغاړی مې دېر خوښ شو؟ کولای شئ چې د افغاني موسيقي په اړه (هکله) نور معلومات راکړئ؟
ښایسته	لکه د ډیرو کلتورونو (دودونه) په څیر (شان)، په افغانستان کې موسيقي اکثراً د جشنونو په جريان کې شتون لري (موجود دي)، لکه د واده، او د سندرغاړي غوره کول (انتخابول) په مستقیم ډول د ښه کوربه توب سره تړاو (ارتباط) لري چې د پښتونوالي د قانون یوه برخه ده.
	په افغانستان کې د موسيقي دودونه یو شان نه دي. څرنگه چې په افغانستان کې قومونه، ژبې، جامي او کلتوري دودونه توپیر (فرق) لري، همداسې د موسيقي دودونه، سازونه (موسيقي)، سندرې او نڅا گانې هم فرق لري.
	په رخصتیو یا د اونی په پای (آخر) کې افغانان اکثراً د سیند په غاړه یا په مېله ځای کې د مېلې په محال د موسيقي غږولو، سندرو ویلو او نڅا کولو/اتن لپاره راټولېږي.

په کابل کې د جون ۲۱ مه چې د موسیقي نړیواله ورځ وه، د موسیقي یوه دېره (مېله) تر سره شوه. چې په دغې مېلې کې د افغان هنرمندانو (سندرغاړې) تر څنګ د نړۍ یو شمېر هنرمندانو/هنر پالو هم ګډون درلود. مننه!

خالد

هيله كوم.

بناېسته

Language and Culture Note 1.

The View of the Society toward Music and Musicians

Music plays a large part in Afghan life, but attitudes (چلند) towards music and musicians (سندرغاړې/هنرمندان) are contradictory. Despite the integral part music plays in Afghan society (جشنونه) and the substantial amounts of money spent for musicians at celebrations (افغاني ټولنه), musicians are considered part of the lower caste in society. The reason for this takes us back to the villages and the division of labor. In an Afghan village, the typical occupation (عادي کسب) is a farmer (بزګر), a lower-caste field. The farmer can also be the village barber (نایي), cook (اشپز), and wedding singer (د واده سندرغاړی). This association of low-caste occupations has followed musicians even to urban areas (ښاري سیمې), where musicians can make a lot of money and not work as a farmer.

CHP 4. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو	
music	mosiqi	موسيقي	۱
culture	kaltur/dod	کلټور / دود	۲
like	pahcer	په څېر	۳
celebration	jašn	جشن	۴
to exist	štunlari	شتون لرل	۵
musician	sandargāry	سندر غاړی	۶
musical instruments/ to play musical instrument	sāz	ساز	۷
dancing	nacākawal	نڅا کول	۸
differ	farqlaral	فرق لرل	۹
river side	d sindgārah	د سیند غاړه	۱۰
playing music	mosiqiğažawal	موسيقي غږول	۱۱
singing	sandarewayl	سندرې ويل	۱۲
backlog/get together	rāṭoledal	راتولېدل	۱۳
artist	honarmand	هنرمند	۱۴
to have	darlodai	درلودل	۱۵

Listening Strategies

Asking Questions Before and During Listening

In order to think ahead and focus on listening, you should ask questions about the topic before and during listening. For example, if you listen to the passage about *music* in Afghanistan, you might ask questions like: what are typical types of music in Afghanistan? Have they been influenced by their neighboring countries' music? Do people pursue music as a profession in Afghanistan?

Keep these questions in mind when you listen to the passage. You can ask more questions about the topic to have a better understanding.



Learning Activity 3. Match the words and phrases to their equivalents.

dancing	موسیقی
songs	جشن
culture	سازکول
celebration	نڅا کول
playing music	سندرې
to have	درلودل
holiday	راتولېدل
backlog	کلتور
music	دود
traditions	رخصتی



Learning Activity 4. Define the following words.

culture	نڅا
celebration	هنرمند
musical instruments	موسيقي
dance	جشن
artist	ساز
music	کلتور



Understanding the Listening



Learning Activity 5. Listen to passage at the beginning of the lesson (CHP 4. L 1. INTRODUCTION) and answer the following T/F questions. Write غلط (غلط) for false and ص (صحيح) for true statements.

Statement جمله	True صحيح / False غلط
The article is about music in Afghanistan.	
Music is only included in a few parties and celebrations.	
According to the article, one of the picnic places is the riverside.	
Singers and performers are invited to Afghan celebrations.	
Afghans usually get together on weekends and enjoy music.	
Afghan music is mostly the same throughout the country.	
Afghanistan has a diverse culture. Music also varies based on the region.	
Afghans usually include music during picnics.	
June 21 was celebrated in Kabul as music day.	
Many artists and singers from other countries participated in the music day festival in Kabul.	

Language and Culture Note 2.

Types and Styles of Music

Afghan cultural practices and traditions are defined by geographic location (جغرافیایی موقعیت) and ethnicity which, in turn, affect the musical style and instruments (آلات) commonly found in that region (سیمه) or village (کلی). Traditional music and musical instruments are still common in isolated mountain regions where they have little exposure to outsiders. However, urban areas and regions along the borders share musical styles and instruments with their neighbors (کاوندیان). Now, with the expansion of radio and television broadcasts, modern music is spreading throughout Afghanistan.

Sufi khanaqah is a type of religious music in Afghanistan that is played at special spiritual (معنوی) concerts. Before the Taliban, many musicians (سندر غاری) would play this music in Kabul on Thursday evenings; affirming the spiritual nature of music, since Thursday is the eve before the weekend and day of prayer in Afghanistan.

CHP 4. L 1. DIRECT INSTRUCTION

A. Simple Past Tense - Action Verbs

Second Category: Verbs ending in *wul*/ول

Verbs in this category end with the suffix *wul*/ول, such as *khavarawul*/خبرول (*khavar* = news/information, *wul* is used to make the verb function as an infinitive (*kabaraWul* = to inform). They are transitive verbs (need an object).

To form the past tense, the suffix *wul*/ول changes to *kur*/کر and then the verb is conjugated according to the object of the sentence.

See below how the verb *to inform* / خبرول is conjugated for each object pronoun (changes in red).

Changes	Past Form (Conjugated)	Object Pronoun	English Object Pronoun
The letter <i>mem</i> /م is added	خبرکرم	زه	I
The letter <i>wāw</i> / و is added	خبرکرو	مور / مونر	we
The letter <i>yey</i> /ي is added	خبرکري	ته	You (sg.)
The letter <i>yey</i> /ئ is added	خبرکريئ	تاسي	You (pl.)
The letter <i>lām</i> / ل is replaced with <i>h</i> /ه	خبرکره	دو / هغه	he
The letter <i>h</i> /ه is added	خبرکره	دا / هغه	she
The letter <i>lam</i> /ل is added	خبرکرل	دوی / هغوی	They (masculine)
The letter <i>yey</i> /ي is added	خبرکري	دوی / هغوی	They (feminine)

Now let's some more examples:

English (Past Tense)	Past Form (Conjugated)	Object (Who receives the action)	Pronoun (Oblique Form) (Who does the action)
You informed me.	خبرکرم.	زه	تا
Khalida [a female] informed us.	خبرکرو.	مونر	خالدي
I informed you [singular].	خبرکري	ته	ما
Khalid [a male] informed you [all].	خبرکريئ	تاسو	خالد
They informed him.	خبرکره	هغه	دوی
You [formal] informed her.	خبرکره	هغه	تاسي
I informed them.	خبرکرل	دوی	ما
Who was informed by Khalida?	خبرکري؟	څوک	خالدي
Who informed Khalida?	خبره کړه؟	خالده	چا

The following verbs fall under the first category:

to inform	xabrawal	خبرول	to use	ast'mālāwal	استعمالول
to spend	masrafawal	مصرفول	to arrange	tanzimawal	تنظیمول
to finish	xlāsawal	خلاصول	to divide	taqsimawal	تقسیمول
to spend	xarcawal	خرخول	to give	warkawal	ورکول
to clean	pākawal	پاکول	to break	mātawal	ماتول
to hid	paṭawal	پتول	to fix/make	joṛawal	جوړول
to turn off	bandawal	بندول	to bombard	bambārawal	بمبارول



Learning Activity 6. Select the correct conjugation for each statement.

English	Conjugated Verb	Statement
I used the car.		ما موټر [استعمالول].
They spent a lot of money in the wedding.		هغوی په واده کې ډېر پیسې [مصرفول].
He saved me from trouble.		هغه زه د مشکلاتو نه [خلاصول].
Khalida informed them.		خالدې دوی [خبرول].
I cleaned my car.		ما خپل موټر [پاکول].
She gave me her notebook.		هغې خپله کتابچه راته [ورکول].
I fixed your bicycle.		ما ستا بایسکل [جوړول].



Learning Activity 7. Choose the correct ending.

کړې	خالد زه د واده نه خبر —.
کړه	چا ته د واده نه خبر —؟
کړو	ما تاسو د واده نه خبر —.
کړئ	ښایستي خالده د واده نه خبر —.
کړم	تاسې مونږ د واده نه خبر —.



Learning Activity 8. First, use the verbs that you learned so far to create a short past tense story. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmates for feedback. Look up some words using online dictionaries.

Language and Culture Note 3.

Modern Music

Modern popular (عام) music appeared in the 1950s when Radio Afghanistan also known as Radio Kabul started broadcasting and people used to listen to its programs. Popular music in Afghanistan began with orchestras featuring instruments from Afghanistan, Indian, as well as European clarinets, guitars, and violins. The popularization (محبوبیت) of Afghan music has expanded (پراخ) with television and film.

Afghan music is also popular in neighboring countries (گاونډي هېوادونه). There is a thriving Afghan music industry in neighboring Pakistan, primarily located in the cities (ښارونه) of Peshawar, Karachi and the capital city, Islamabad. Afghan performers regularly appear on Pakistani television programs and hold concerts throughout the country.

MUSIC IN AFGHAN SOCIETY

موسيقي په افغاني ټولنه کې

CHP 4. L 1. ESSENTIAL QUESTIONS

- What is the significance and impact of the National Training Institute of Music?



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Learning Activity 9. Look at the picture and answer the following questions.

- What are some rituals for engagements and weddings in Afghanistan?
- What are the steps involved in getting married in Afghanistan?

Reading Strategies

Forming an Opinion

Before and during reading, try to form your own opinion about the topic and the ideas presented in the passage. Also, develop reasons to support your opinion. This strategy will keep you focused and help you to better understand and retain new information.

Example: While reading the passage about the National Training Institute of Music, you may think, “it seems that the Afghan government supports the development and preservation of traditional music, but why is there only one institute in the entire country?”

CHP 4. L 1. READING



Learning Activity 10. Read the following text adapted from an online article about customary marriages in Afghanistan. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using an online dictionary.

National Training Institute of Music

د موسیقي د ملي روزنيز انستیتیوت

سلواغه ۱۳۸۹ ۲۳: نشر ته چمتو شو: وروستی - سلواغه ۱۳۸۹ ۲۱

په کابل کې د موسیقي د ملي روزنيز انستیتیوت لومړۍ جشن تر سره شو. په دې جشن کې د پوهنې وزارت، کورنیو او بهرنیو هنرمندانو او د دې انستیتیوت شاگردانو ګډون کړی و چې په تیرو دوه میاشتو کې د موسیقي له آلو څخه د دې مرکز زده کونکو ته زدکړې ورکول شوې وې.

د دې انستیتیوت مسولین وايي چې په تیرو اتو میاشتو کې نږدې شل کورني او بهرني هنرمندان دې ځای ته راغونډل شوي دي چې دوی زده کونکو ته د موسیقي له آلو څخه د ګټه اخیستنې چارې زده کونکو ته ور بنودلې دي.

بل پلو د انستیتیوت مسولین وايي چې دا کنسرتونه د دې لامل شوي دي چې په افغانستان کې د هنر لپاره د مرسته کونکو پاملرنه دوی ته واوړي.

د پوهنې وزیر فاروق وردګ طلوع نیوز ته وویل: «د موسیقي ملي انستیتیوت له بیارغونې او جوړونې وروسته دا داده د هیوادوالو په چوپړ کې ده او دې انستیتیوت خپل لومړی تعلیمي کال بشپړ کړ.»

د دې انستیتیوت رییس او بنسټ ایښودونکي احمد سرمست طلوع نیوز ته وویل: «لومړنۍ ژمنې جشن مو چې له بیلابیلو کنسرتونو سره مل و ترسره شو.»

دا انستیتیوت په هیواد کې یوازنی ځای دی چې د پوهنې وزارت په چوکاټ کې د ځینو مرسته کونکو ادارو او هنرمندانو لخوا یې چارې په مخ بیول کېږي.

د یادولو وړ ده چې دا انستیتیوت د امریکا، فرانسې هالنډ او فنلنډ په مرسته یو کال وړاندې جوړ شو چې اوس پکې ۱۳۰ تنه ځوانان په زدکړو بوخت دي.

Adapted from: Tolo News: [tolonews.com](https://www.tolonews.com) | په افغانستان کې د موسیقۍ د ملي روزنیز انستیتیوت لومړی جشن | طلوع نیوز

CHP 4. L 1. AFTER READING

Reading Strategies

Reading the Introduction

The topic and the main idea of a reading passage is usually placed in the first paragraph or first few sentences. Finding and understanding the topic sentence will help you to know what to expect from the rest of the reading.

Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Pashto dictionary.

Statement جمله		True صحيح / False غلط
1.	This article is about the music training center's celebration.	
2.	In addition to students, many foreign singers participated in this event.	
3.	Many singers and musicians are helping students learn to play musical instruments.	
4.	Musical concerts have attracted the attention of aid organizations.	
5.	The Institute of Music is the only formal institution in the country of its type.	
6.	The institute runs in the framework of the Ministry of Higher Education.	
7.	The institute operates under the auspices of the Ministry of Education.	
8.	Many foreign countries have financially supported the construction of the Institute of Music in Kabul.	
9.	The article's tone is pessimistic about the prospect of music in Afghanistan.	
10.	The article's tone is optimistic about the prospect of music in Afghanistan.	



Learning Activity 12. Work with a partner or alone. Read the article “National Training Institute of Music” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “National Training Institute of Music” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.). The statements are related to the reading.

جور	بوخت	هنرمندان / سندر غاري	مشر	مرسته
-----	------	----------------------	-----	-------

۱ په جشن کې دېرې ————— گډون کړی و.

۲ د نور ملکونو په ————— د موسيقي انستيتيوت جور شو.

۳ احمد سرمست د موسيقي ملي روزنيز انستيتيوت لومړی ————— وو.

۴ د سل نه زيات کسان په انستيتيوت کې په زدکړو ————— دي.

۵ په کابل کې يو جشن ————— شو.

CHP 4. L 1. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passage “Music” in the Introduction. Work with a partner or alone. Write a short email in Pashto to a friend and talk about music in Afghanistan. Also, mention if anything in the passage has surprised you. Use an online Pashto dictionary to look up some words.

CHP 4. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare the ways Afghans participate in and enjoy musical experiences in Afghanistan and in your community. What similarities and differences do you notice?

CHP 4. L 1. EVALUATING



Learning Activity 17. Select 2-3 practices related to music and explain how music reflects culture. In English, describe those practices.



Learning Activity 18. Based on what you have learned and acquired, in English, explain the challenges that musicians and singers may face in Afghanistan because of people's perception of music. What can society do to promote music in Afghan society?

Language and Culture Note 4.

The Prospective of Music in Afghanistan

Musical expression has experienced many periods (دوران) of censorship in Afghanistan. During the communist regime's rule (1979-1992), music was considered unfit or dangerous (خطرناک) by the government and was censored. The government censored songs with verses that did not serve the purpose of the government, promoting the government's ideology. Moreover, listening to songs by singers who had left the country was discouraged and banned (منع).

Under the Taliban rule (د طالبانو واکمني) in the 1990s and current times (January 2023), extreme religious laws and censorship tried to cease all forms of musical expression. Whether professional or amateur, musicians who were caught playing music were severely punished. Censorship against (برخلاف) women playing music, singing, or dancing was even more extreme. The Taliban and Islamic fanatic groups deem music un-Islamic act. The rationale behind this belief is that music diverts the attention of Muslims from worshipping Allah and leads them into activities that are defined as prohibited, such as drinking alcohol.



CHP 4. L 1. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate or alone potential challenges Afghan singers and musicians may go through in Afghanistan and recommend ways to mitigate those challenges. In English, write your findings in the following space:

CHP 4. L 1. CREATING



Learning Activity 20. Create a blog post in Pashto in which you write a concise and straightforward text to identify the contribution of music to Afghan culture based on what you have learned and acquired so far.



Learning Activity 21. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

موسيقي د روح غذا ده.

Transliteration: moseeqi da rooh ghiza da.

Literal: Music is the food of the soul

Meaning: This expression conveys the universal concept that music has a deep, nourishing, and profoundly meaningful impact on our inner selves. Just as food is necessary for the physical body, music is portrayed as sustenance for the soul, nurturing our emotional, mental, and spiritual dimensions. This saying recognizes music as a medium that transcends linguistic and cultural barriers, providing comfort, inspiration, and a way to express and understand our emotions. It could be used in a wide variety of contexts, but it is typically invoked when discussing the transformative power of music, its therapeutic capabilities, or the deep emotional responses it can evoke. Ultimately, this Pashto phrase encapsulates the belief in the profound significance and universal nature of music, which can touch and feed our souls in ways that other forms of communication often cannot.

CHP 4. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify types of music in Afghanistan.	
2.	I can explain in what ways Afghans participate and enjoy a musical experience.	
3.	I can ask and answer questions about music in Afghanistan.	
4.	I can explain potential challenges singers and musicians may face due to some Afghans' views about music.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

LESSON 2

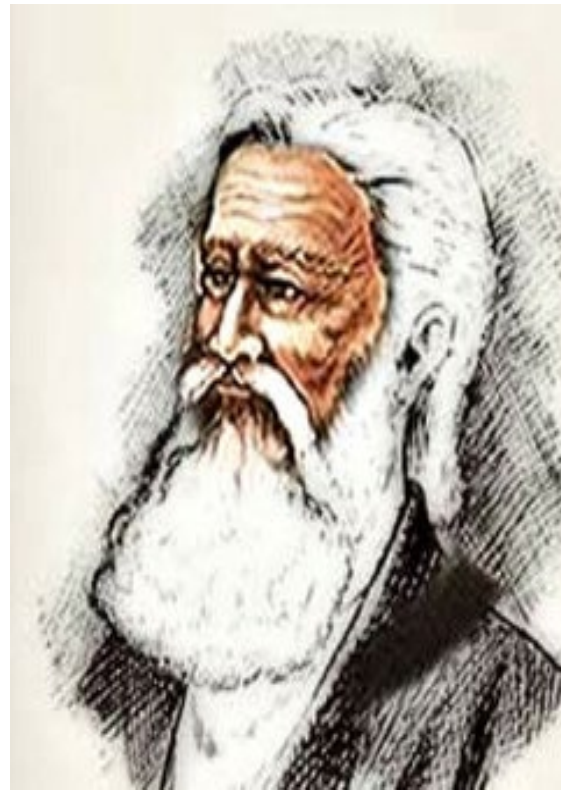
دویم درس

DANCE AND POETRY

نڅا او شاعري

CHP 4. L 2. ESSENTIAL QUESTIONS

- What are the different kinds of focus in dance and how are they used in dance and movement?
- How has the relationship between music and poetry evolved in recent years?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What can best be communicated through dance and poetry in music, in general?

CHP 4. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to identify the significance of dance and poetry in Afghan culture and explain how dance and poetry reflect culture. The grammatical aspect of the lesson will focus on the simple past tense – action verbs (category III).

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 4. L 2. Lesson Learning Checklist).

CHP 4. L 2. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside brackets.



Dance

نڅا / اتڼ

ښاېسته جاني، په واده کې ما د انجنو ډله ايزه نڅا واقعاً ډېره خوښه کړه. معلومېده چې ډېره اماده گي يې نيولې وه.

واقعاً چې هغوی ډېره تيارې نيولې وه. دا ډله ايزه نڅا اتڼ نومېږي.

لطفاً د اتڼ په هکله نور هم راته ووايه.

اتڼ يوه دوديزه نڅا ده چې د افغانستان ملي نڅا گڼل کيږي. اتڼ په تاريخي ډول د پښتنو د قومونو تر منځ د جگړې د نڅا په توگه را منځ ته شوی ده. نن ورځ اتڼ اکثراً په ودونو او نورو جشنونو کې ترسره کيږي. ځينې قبایلي ټولنې اوس هم د گواښونو او بریدونو په وړاندې له اتڼ څخه د ځوانانو د راټولولو لپاره کار اخلي.

د دې وضاحت لپاره مننه!

هيله کوم

خالده

ښاېسته

خالده

ښاېسته

خالده

ښاېسته

Language and Culture Note 1.

Afghanistan Traditional Dance - Attan

Attan (اتن), which is also known as the Afghan National Dance, is a group Dance. It is believed that Attan originated from one of the pre-Islamic religious (مذهبی) traditions of people who occupied the area now called Afghanistan.

Attan is considered an essential source of identity for Afghans. In addition to other emotions such as fun, joy, etc., culture is one of the significant (مشخص) aspects associated with the dance. Afghans always express their emotions and celebrate (تجلیل) victories by performing Attan.

Performances are expected to wear traditional Afghan clothing (کالي). However, men can also wear suits and ties for a formal look. However, women must wear colorful (رنګین), bright dresses accompanied by tiny mirrors, symbolizing light when performing Attan.



Source: [Afghanistan's Traditional Dance-Attan | Wadsam](#)

CHP 4. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو
national dance	ataṇ	۱ اتڼ
collective	ḍalaiz	۲ ډله ايز
found out	ma'lumedal	۳ معلومېدل
to get prepared	āmādaginiwal	۴ اماده گي نيول
to get ready/prepared	tayāriniwal	۵ تيار ي نيول
named	numedal	۶ نومېدل
national dance	melinacā	۷ ملي نڅا
traditional	dodizah	۸ دوديزه
considered	gaṇalkedal	۹ گڼل کېدل
historically	pahtṛrixīḍawal	۱۰ په تاريخي ډول
to occur	rāmanjṭahkedal	۱۱ را منځ ته کېدل
the threat	gwāṣ	۱۲ گواښ
attack	brid	۱۳ برید
collecting	rāṭolawal	۱۴ راټولول
explanation	wazāhat	۱۵ وضاحت

Listening Strategies

Listening Comprehension

Develop the skills that are involved in understanding and making sense of spoken language. One strategy is to develop an association between what is heard and some relevant pictures and images. See how the spoken language is reflected in the pictures. Ask questions and try to find the implicit message hidden in communication.



Learning Activity 3. Match the words and phrases to their equivalents.

national dance	اتني
songs	په تاريخي ډول
attack	دوديزه
historically	ملي نڅا
traditional	سندري
the threat	گواښ
to prepare	بريد
to ready	وضاحت
explanation	اماده گي نيول
national dance	تياري نيول



Learning Activity 4. Define the following words.

national dance	نڅا
celebration	دودیزه
traditional	برید
dance	جشن
attack	ګواښ
the threat	اتڼي



Understanding the Listening

 **Learning Activity 5.** Listen to passage at the beginning of the lesson (CHP 4. L 2. INTRODUCTION) and answer the following T/F questions. Write غلط (غلط) for false and ص (صحيح) for true statements.

Statement جمله	True صحيح / False غلط
Khalida liked the dances at the wedding.	
The performers were not prepared.	
Attan is the name of Afghanistan's national dance.	
Attan is an ancient tradition.	
In the past, Attan was mainly considered a war dance.	
Attan is performed only by men.	
Attan is used to mobilize youths in times of war.	
Both men and women perform Attan.	
Performers are required to wear traditional clothing, especially women.	
Attan is a group dance.	

Language and Culture Note 2.

How Attan is Performed

Attan's traditional music is usually (اکثراً) performed with a *Dhol*, a double-headed barrel, and a wooden flute (د لرگي شپېلی) known as a *Toola*. Today, other instruments are also used to provide music for Attan, including the keyboard. Two to over a hundred people take part in Attan and perform it in a circular (دایروي) format. Performers follow a leader who begins the dance by going in a circle to the beat as the rhythm beats faster.

In more complex Attans, the dance (نڅا) begins slowly using a variety of styles and techniques, and the ultimate spin is performed after the leader gives the signal, either by placing his hand on the floor or raising it in the air. The musicians perform the music at the leader's pace and depend on the Attan leader for guidance. Attan can last anywhere from 5 minutes to 30 minutes long, and it will end when no performer is left standing on the dance floor.

It is common for a performer to faint during the performance as it is very physically intense. The dance has become extremely (سر سخت) popular throughout Afghanistan and can be performed on all festive occasions. In Afghanistan, each village has its unique style.

CHP 4. L 2. DIRECT INSTRUCTION

A. Simple Past Tense - Action verbs

Third Category: Two-word verbs with *kawul*/کول

The verbs in this category consist of two words. The first part is a noun or adjective and the second part is *kawul* /کول. *kawul* by itself means *to do*, however, in this case it services as an auxiliary verb to make the infinitive form of the verb. For example, *to start* / شروع کول. The word *shuru* / شروع means *start* (noun). When it combines with *kawul* /کول, it becomes a verb (*to start*).

If there is only one subject/object pronoun in the sentence, the simple past of these verbs is formed by changing the auxiliary *kawul* /کول to *kur*/کر, adding *waw* /و at the beginning.

Remember, if the object is feminine, the letter *h* / ه is added *kar*/کر (object-verb agreement). See below the examples for *kār kawul* / کار کول (*kār* is masculine noun) and *nasā kawul* / نسا کول (*nasā* is a feminine noun).

English	Verb (Conjugated based on the object)	Object	Adverb of Time	Pronoun Oblique Form
I worked yesterday.	وکر.	کار	پرون	ما
I danced yesterday.	وکره.	نخا	پرون	ما
We worked yesterday.	وکر.	کار	پرون	مور
We danced yesterday.	وکره.	نخا	پرون	مور
You (sg.) worked yesterday.	وکر.	کار	پرون	تا
You (sg.) danced yesterday.	وکره.	نخا	پرون	تا
You (pl.) worked yesterday.	وکر.	کار	پرون	تاسو
You (pl.) danced yesterday.	وکره.	نخا	پرون	تاسو
He worked yesterday.	وکر.	کار	پرون	ده / هغه
He danced yesterday.	وکره.	نخا	پرون	ده / هغه
Khalid worked yesterday.	وکر.	کار	پرون	خالد
Khalid danced yesterday.	وکره.	نخا	پرون	خالد
She worked yesterday.	وکر.	کار	پرون	دې / هغې
She danced yesterday.	وکره.	نخا	پرون	دې / هغې
Khalida worked yesterday.	وکر.	کار	پرون	خالدې
Khalida danced yesterday.	وکره.	نخا	پرون	خالدې
They worked yesterday.	وکر.	کار	پرون	دوی / هغوی
They danced yesterday.	وکره.	نخا	پرون	دوی / هغوی
Who worked yesterday?	وکر.	کار	پرون	چا
Who danced yesterday?	وکره.	نخا	پرون	چا

If the action is performed on another person (object pronoun), the auxiliary *kawul* / کول changes to *kur* / کر and then it is conjugated based on the object pronoun, as explained in previous lessons. See below how the verb *to examine* / معاینه کول is conjugated for each object pronoun. Notice the changes in **red**.

Changes	Past Form (conjugated)	Object Pronoun	English Object Pronoun
The letter <i>mem</i> /م is added	معاینه کرم	زه	I
The letter <i>wāw</i> /و is added	معاینه کرو	موږ / مونږ	we
The letter <i>yey</i> /ې is added	معاینه کړې	ته	You (sg.)
The letter <i>yey</i> /ئ is added	معاینه کړئ	تاسې	You (pl.)
The letter <i>lām</i> / ل is replaced with <i>h</i> /ه	معاینه کړ	دی / هغه	he
The letter <i>h</i> /ه is added	معاینه کړه	دا / هغه	she
The letter <i>lam</i> /ل is added	معاینه کړل	دوی / هغوی	They (masculine)
The letter <i>yey</i> /ې is added	معاینه کړ	دوی / هغوی	They (feminine)

Now let's some more examples:

English (Past Tense)	Past Form (Conjugated)	Object (Who receives the action)	Pronoun (Oblique Form) (Who does the action)
You examined me.	معاینه کری.م	زه	تا
Khalida [a female] examined us.	معاینه کرو	مونږ	خالدې
I examined you [singular].	معاینه کړي	ته	ما
Khalid [a male] examined you [all].	معاینه کړئ	تاسو	خالد
They examined him .	معاینه کړ	هغه	دوی
You [formal] examined her .	معاینه کړه	هغه	تاسې
I examined them. [obj is masculine.]	معاینه کړل	دوی	ما
I examined them. [obj is feminine.]	معاینه کړل.	دوی	ما
Who was examined by Khalida? (Assuming the examinee is a female)	معاینه کړه	څوک	خالدې
Who was examined by Khalida? (Assuming the examinee is a male)	معاینه کړ	څوک	خالدې
Who examined Khalida (a female)?	معاینه کړه	خالده	چا
Who examined Khalida (a female)?	معاینه کړه	چا	خالده
Who examined Khalid (a male)?	معاینه کړ	خالد	چا
Who examined Khalid (a male)?	معاینه کړه	چا	خالد

The following verbs fall under the first category:

start off	šro'kawal	شروع کول	to examine	m'āynahkawal	معاینه کول
to respect	ahtarāmkawal	احترام کول	to wait	aktazārkawal	انتظار کول
to try	košaškawal	کوښښ کول	to travel	safarkawal	سفر کول
to help	mrastahkawal	مرسته کول	to work	kārkawal	کار کول
to ask	poštanahkawal	پوښتنه کول	to talk	xabarekawal	خبرې کول
to learn	zdahkawal	زده کول	to think	fakrkawal	فکر کول
to clarify	roṣānahkawal	روښانه کول	to find	pedākawal	پیدا کول



Learning Activity 6. Select the correct conjugation for each statement.

English	Conjugated Verb	پښتو
I waited to two hours yesterday.		ما پرون د دوو ساعتونو لپاره [انتظار کول].
They tried hard for their success.		هغوی خپل بریالیتوب لپاره ډېرې [کوښښ کول].
He turned on the light.		هغه خړاغ [روښانه کول].
Khalida found me.		خالدې زه [پیدا کول].
We traveled to Afghanistan last year.		مونږ تېر کال افغانستان ته [سفر کول].
She examined patients.		هغې مریضان [معاینه کول].
You asked a lot of questions.		تاسو ډېرې [پوښتنه کول].



Learning Activity 7. Choose the correct ending.

خالدې څوک معاینه —.	کړل
چا احمد معاینه —؟	کړ
دوی خپل درسونه تېر کال په پوهنتون کې شروع —.	کړې
ښایستي خپلې کتابچې پاکې —.	وکړه
تاسې له مونږ سره ډېره مرسته —.	کړ، کړه



Learning Activity 8. First, use the verbs that you learned so far to create a short past tense story. Second, use [Vocaroo | Online voice recorder](https://www.vocaroo.com/) to record yourself reading the story. Then, share the link with your teacher or classmates for feedback. Look up some words using online dictionaries.

Language and Culture Note 3.

Types of Attan

The most popular types (شکلونه) of Attan are the Kabuli Attan Wardaki, Logari, Paktia, Kuchi, Nuristani, and Khattak. In Kabuli Attan, performers dance to the beat of the musician. Both men and women typically perform the dance. The dance has 2-5 steps. Steps end with clapping while facing the center. Wardaki Attan consists of body movements with a lot of turns and twists. No clapping is involved (شامل) in this style. Performers usually use handkerchiefs while dancing and spinning. Logari, Paktai, Kuchi, and Nuristani Attans have similar (ورته) movements. However, Paktia Attan (also known as Khosti Attan) and Kuchi Attan has more steps and movement compared to the rest (often 7-10 steps).

The Khatak style is dated to the Moghul period (دوران), where performers danced with their weapons in their hands. In this style, each performer will try to display their physical fitness through body movement while holding their sword(s) or rifle.



Source: [Afghanistan's Traditional Dance-Attan | Wadsam](#)

DANCE AND POETRY

نڅا او شاعري

CHP 4. L 2. ESSENTIAL QUESTIONS

- What are some prominent Pashto literary works and their contributions?
- How does Pashto literature reflect the cultural and historical context of Afghanistan and Afghan people?

هر انسان ته د انسان په نظر گوره
هر فقير ته د خپل خان په نظر گوره
که دې سل چته محل وی په دنيا کې
قبرستان ته د مکان په نظر گوره

*Treat each person as a human being
See yourself in each poor person
If you have a castle in this world
See the graveyard as your [permanent] residence*



رحمان بابا
Rahman Baba



Learning Activity 9. Read the poem by Rahman Baba and answer the following questions.

- What is the moral of the poem?
- What does this poem tell you about Pashto literature?

Reading Strategies

Ask Questions

Before and during reading, ask questions to comprehend the text better and understand its meaning. Ask questions of the author, the text, and yourself. What does the author try to say? What is the central message of this passage? Do I already know something about this topic? What do I predict to learn from this text? How can I explain the message of this text to someone else?

CHP 4. L 2. READING



Learning Activity 10. Read the following text adapted from an online article about Pashto literature. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

Pashto Literature

د پښتو ادب

پښتو ادب تاریخ له ۱۳۹ هـ څخه د امیر کروړ د شعر په ویلو سره پیلېږي (شروع کېدل):

*I am a lion, in the world there is none more powerful,
Neither In India, Sind, Takhar nor Kabul,
Nor is there any in the plains of Zabul. There is no
mightier than me.*

زه یم زمری پر دې نړۍ له ما اتل نشته
په هند و سند و په تخار و په کابل نشته
بل په زابل نشته
له اتل نشته

بیا تر ده وروسته مور نور ډېر شاعران لرو چې تر لسمې هجري پېړۍ (قرن) پورې یې نظمونه (شعر) او نثرونه (متن) لیکلي دي. د پخوانۍ دورې اثار لومړیو کې سوچه پښتني رنگ (خالص) لري، خو وروسته پرې بیا د نورو ژبو اغېزې (تأثیر) پرېوتې دي، له نورو ملتونو سره د پښتو اړیکې، د عربي، پارسي څخه ژباړې (ترجمه کول) او د شاعرانو سفرونه د دې لامل (دلیل) شو چې پښتو شعر د عربي او پارسي ژبې قواعد (قانون) هم قبول کړي، قصیده، غزل، مثنوي او رباعي پښتو ادب ته لار پیدا کوي. خو لیندۍ د پښتو دودیزه شاعرانه بڼه ده.

لرغونې دوره کې پر پښتو ادب سیاسي اغېزې هم وشوې، جگړې وشوې، شاعرانو د پاڅون (قیام) او بریو نظمونه ولیکل، په شپږمه هجري پېړۍ کې د ملکيار غرشین سندرې چې د خپلو جنگیالو د اسلامي روحيې لوړولو په خاطر ویلي ده د یادونې وړ ده.

Adapted from: Tolo News: taand.net / د پښتو ادبياتو تاریخ / بصیر الحق عادل - تاند

Understanding the Reading

 **Learning Activity 11.** Check your understanding of the reading by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Pasht dictionary.

Statement جمله		True صحيح / False غلط
1.	Amir Kror was a pioneer of Pashto poetry.	
2.	Ancient Pashto poems were pure compared to modern poetry.	
3.	Modern Pashto poetry has been influenced only by the Arabic language.	
4.	According to the passage, one of the changes in modern Pashto poetry is due to poets traveling.	
5.	In Pashto poems, one can see the rules of the Persian and Arabic language.	
6.	The political situation in Afghanistan and the region has impacted Pashto literature.	
7.	Pashto literature, including poetry, has not been affected by years of war in the country.	
8.	Pashto poetry has been used to boost warriors' Islamic morale.	
9.	Pashto literary history goes back to 139 B.C.	
10.	Modern Pashto poetry has more foreign words than they had in ancient times.	

 **Learning Activity 12.** Work with a partner or alone. Read the article “Pashto Literature” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition

CHP 4. L 2. AFTER READING

Reading Strategies

Determine Importance

Understanding main ideas and why they are essential helps the reader better comprehend the reading. It enables the reader to identify explicit and implicit messages of the reading. To do so, the reader can look at text features for clues: titles and headings, bold text, pictures, graphs, etc. The reader can also ask questions and try to find responses from the text. For example, the main idea is ..., The most essential information is ..., The author is saying..., What I read and understand is similar to..., So far, I have learned ..., Etc.



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “ Pashto Literature” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.). The statements are related to the reading passage.

ادب	روحیه	لینډی	وو	کر
-----	-------	-------	----	----

۱ امیرکروړ د پښتو ژبې لومړی شاعر ———.

۲ عربي او فارسي ادب د پښتو شعر اغېزمن ———.

۳ ملک غرشین د جنگیالیانو د ——— د لوړولو په خاطر یوه سندره ووايل.

۴ پښتو ——— د پښتنو په ژوند کې مهم رول لري.

۵ د پښتو دودیزه شعر ——— ده.

CHP 4. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passages “Dance” in the Introduction and “Pashto Literature” under the Reading. Work with a partner or alone. Write a short email in Pashto to a friend and talk about *dance, poetry and literature* in the Pashto culture. Also, mention if anything the passage has surprised you. Use an online Pashto dictionary to look up some words.

CHP 4. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare traditional practices related to Attan and literature in Afghanistan and in your community. What similarities and differences do you notice?

CHP 4. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to dance and poetry in Afghanistan and explain how dance and poetry reflects Afghan culture. In English, describe those practices.



Learning Activity 18. Based on what you have learned and acquired, in English, explain how Afghans' view dance in general and how their perspectives changes when it comes to Attan.

Language and Culture Note 4.

Landay – Pashto Poetry

Landay (لنډی) is a traditional Afghan poetic form that consists of a single, twenty-two-syllable couplet. The first line has nine syllables, and the second line consists of thirteen. Landay usually ends with *h / ډ* sound. This type of poem is part of an oral tradition sung by Pashtuns in daily life, especially in wedding (واده) ceremonies or when friends get together (یوځای). Themes of Landay often include love, grief, patriotism, war, and separation. Below is a sample of Landay in which *Ahmad* / احمد (Ahmad Shah Baba) is praised for his repeated plundering (لوټ) of northern India right down to Delhi and Mathura between 1748 and 1767.



احمدہ خدای دې جنتي که
تر هندوستانه پوري تا کړي جنگونه

*Ahmad, God bless you
You fought wars till India*

Ahmad Shāh Durrānī, also known as Ahmad Shāh Abdālī or Ahmad Shāh Bābā, was the founder of the Durrani Empire and is regarded as the founder of modern Afghanistan.

Original drawing by 'Abd al-Ghafur
Breshna, this painting by Tapand

CHP 4. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate or alone potential challenges Afghan dancers (other than Attan performers) may go through in Afghanistan and recommend ways to mitigate those challenges. In English, write your findings in the following space:

CHP 4. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, develop an informational sheet in Pashto language, illustrated with relevant images, to introduce notable Pashto poets and their poetry.



Learning Activity 21. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

دلته دم او قدم دواړه په حساب دي.

Transliteration: dalta dam ao qadam dwaṛa pə hesab di.

Literal: Every breath and step here is counted/accounted for.

Meaning: This expression conveys the notion that every action and moment in life carries significance and potential consequences. This expression highlights the idea that everything we do, whether as minor as a breath or as significant as a step forward, is of importance and will be taken into account. This could refer to a religious or spiritual belief in a higher power monitoring one's action, implying a sense of morality, accountability, and awareness of one's conduct. Alternatively, it could reflect a philosophical perspective, emphasizing mindfulness and the value of living each moment fully. In any context, the proverb serves as a reminder to live consciously, acknowledging that our actions, no matter how small, contribute to the trajectory of our lives and the world around us.

CHP 4. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify the types of Afghan national dance.	
2.	I can explain the relationship between music and poetry.	
3.	I can ask and answer questions about dance and poetry in Afghanistan.	
4.	I can explain how Afghans perceive dance in general and how that perspective is different when it comes to <i>Attan</i> .	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

CHP 4. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 4.

Chapter Objectives:

- Identify the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *Afghan music, dance, and poetry* by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about *Afghan music, dance, and poetry*, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about *Afghan music, dance, and poetry*, using sentences and series of connected sentences.
- Compare products and practices in my own and other cultures related to *Afghan music, dance, and poetry*.

CHP 4. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 4

Topic: Music, Dance, & Poetry in Afghanistan

Proficiency Level: Intermediate Low (ACTFL 2012), ILR 1

Objective: To demonstrate understanding of the Pashto language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on the role of music, dance, and poetry in Afghanistan, including their cultural and historical significance.

- **Interpretive Mode**

- Task: Read an article in Pashto about the traditional music, dance, and poetry of Afghanistan, discussing various genres, notable artists, and the influence of historical and cultural contexts.
- Assessment:
 - Write a summary in Pashto, encapsulating the main points of the article.
 - Reflect on how these cultural forms compare to those in your own culture or another culture you know.

- **Interpersonal Mode**

- Task: Engage in a conversation with a classmate in Pashto, discussing:
 - Your experiences with music and dance, and their cultural significance.
 - Share thoughts on the influence of the National Training Institute of Music in Afghanistan.
- Assessment:
 - Active participation in the dialogue, demonstrating the ability to ask and answer questions, and exchange opinions.
 - Use of appropriate vocabulary and expressions related to music, dance, and literature.

- **Presentational Mode**

- Task: Prepare and deliver a presentation in Pashto on one of the following topics:
 - "The Significance of Dance in Afghan Culture" focusing on different styles and their uses.
 - "Pashto Poetry and Literature: Windows into Afghan Culture and History" discussing prominent works and authors.
- Assessment:
 - Clarity, organization, and coherence of the presentation.
 - Accurate use of language, including relevant vocabulary and grammatical structures.
 - Engagement with the audience, demonstrating depth of understanding.

- **Peer Review and Discussion (Post-Presentational Task)**

- Task:
 - Participate in a peer review session, providing feedback on your classmates' presentations, focusing on content, language use, and presentation skills.

- Engage in a group discussion to synthesize what you have learned about Afghan music, dance, and poetry, and their cultural relevance.
- Assessment:
 - Quality and constructiveness of feedback provided.
 - Active participation in the discussion, demonstrating a comprehensive understanding and ability to connect individual insights to broader cultural contexts.

CHP 4. VOCABULARY

English	Transliteration	پښتو
music	mosiqi	موسيقي
culture	kaltur/dod	کلتور / دود
like	pahcer	په څېر
celebration	jašn	جشن
exist	štunlari	شتون لرل
musician	sandargāry	سندر غاري
musical instruments	sāz	ساز
dancing	nacākawal	نڅا کول
differ	farqlaral	فرق لرل
river side	dsind gārah	د سيند غاړه
playing music	mosiqiḡaḡawal	موسيقي غږول
singing	sandarewayl	سندرې ويل
backlog	rāṭoledal	راتولېدل
artist	honarmand	هنرمند
to have	darlodol	درلودل
national dance	ataṇ	اتن
collective	ḡalaiz	ډله ايز
found out	ma'lumedal	معلومېدل
to get prepared	āmādaginiwal	اماده گي نيول
to get ready	tayāriniwal	تيارې نيول
named	numedal	نومېدل
national dance	melinacā	ملي نڅا
traditional	dodizah	دوديزه
considered	gaṇalkedal	گڼل کيدل
historically	pahtṛixiḡawal	په تاريخي ډول
to occur	rāmanjṭahkedal	را منځ ته کېدل
the threat	gwāš	گواښ
attack	brid	بريد
collection	rāṭolawal	راتولول
explanation	wazāhat	وضاحت

CHAPTER FIVE

پنجم خپرکی

ENTERTAINMENT AND LOCAL FESTIVALS

ساتیری او محلی فستیوالونه



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with text that is spoken or written.

Chapter Objectives

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *entertainment and local festivals* in Afghanistan.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations and some discussions on *entertainment and local festivals* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

Chapter Objectives

- Tell stories about school and community events and personal experiences regarding *entertainment and local festivals* in Afghanistan, using a few short paragraphs, often across various time frames.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in my own and other cultures related to *entertainment and local festivals* in Afghanistan.

LESSON 1

لومړۍ درس

SPORTS AND ENTERTAINMENT – RURAL CUSTOMS AND TRADITIONS

سپورت او تفریح - کلیوالي دودونه

CHP 5. L 1. ESSENTIAL QUESTIONS

- What are some traditional sports in Afghanistan and how do people entertain themselves in rural areas?
- How have sports and entertainment changed over time in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What are some common sports that you play and how do people entertain themselves in your culture?
- What does the picture above portray about the people?

CHP 5. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to identify sports and entertainment practices that are mostly common in villages and explain how those practices have changed over time. The grammatical aspect of the lesson will focus on the simple past tense – action verbs (category 4).

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 5. L 1. Lesson Learning Checklist).

CHP 5. L 1. INTRODUCTION



Learning Activity 1. As you listen to the audio, what kind of traditional sports are played in villages and how do people entertain themselves. Write down any words that you need help understanding. For some words, synonyms are provided inside brackets.



Traditional Games and Entertainments

سپورټ او تفريح - كليوالي دودونه

شکرخانه! نن خو دېره بنکلي (نرمة) هوا ده، راځه چې بهرته لار شو او چکر وو هو (وگرځو).	جلال خان
رښتيا وايي، جلال خانه، هوا خو دېره زبردسته (ښايسته) ده.	شکرخان
په دې کلي کې خلک څه ډول ايندې (تفريح) کوي؟	جلال خان
ځوانان معمولا د خپلو ملگرو سره بهر ته ځي او په پارکونو کې وخت تيروي. ځينې وختونه، دوی دوديزې (عنعنوي) لوبې لوبوي لکه غوسې/خوسې، توپ ډنډه، تيگه اچول، واليبال، چوچ، غبرې نيول .	شکرخان
يو له سپورتونو څخه چې په وروستيو کلونو کې يې دېر محبوبيت (مشهور) تر لاسه کړی کرکيټ دی. دا لوبه په پاکستان کې مشهوره ده، خو په افغانستان کې چا نه پيژانده. کله چې افغانان په پاکستان کې د جگړو له امله کډوال (مهاجر) شول، نو کرکيټ يې وپيژانده او لوبه يې زده کړه. تېره اونۍ په جلال اباد ښار کې يوه لوبه جوړه شوه چې دېرو ځوانانو پکښې گډون وکړ.	
د تفريح لپاره خلک نور څه کوي؟	جلال خان
پټ پټونۍ، دېبلي، کلاه پرتاو او داسې نورې لوبې تر سره کوي.	شکرخان
دېره مننه!	جلال خان
هيله کوم.	شکرخان

Language and Culture Note 1.

Ghosai/Khusai (غوسای/خوسای)

This is a local (سیمه ایز) and traditional game (لوبه) that is played mainly by boys. Sometimes the game is played between players from two different villages. The game starts with the selection of players by their team leaders. Sometimes, players are given the option to choose their team.

After each team is formed, a person is selected to play Ghosai / calf. The next step in the game is to decide which team will begin (پیل) the game. For this purpose, the team leaders play a game similar to " rock-paper-scissors." Each finger is a different weapon (i.e., gun, scissors, sword, bow and arrow, bamboo stick). The winning (گتونکی) team will begin the game. The winning team (which starts the game) is also responsible for protecting the player who plays Ghosai/calf and helping him get to the goal/ a specific circle.

The game is played with one foot (یوه پښه) and one hand. The players (لوبغاړي) hold their other foot with their hand. The players try to beat the rival team by pushing players down to the ground or releasing their hand from their leg. As soon as a person falls down on the ground or his hand is released from his foot, that person is out of the game.

The team which protects the Ghosai/calf also tries to take/help the calf get to the goal (پته) or a selected circle. The opponent (مقابل) team tries to prevent the calf from getting to the goal.

Also, each team tries to remove the members of their rival team from the game by pushing (تپل) them onto the ground or forcing them to release their foot. The team with more players will win the game.



Source: <https://afghanistan.asia-news.com/>

CHP 5. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو
recreation	tafreh	تفریح ۱
rural	kaliwāli	کلیوالي ۲
to go	tlal	تلل ۳
entertainment	čakarwahal	چکر وهل ۴
to play	lobawal	لوبول ۵
calf	ḡosay/xosay	غوسی/خوسی ۶
dunk the ball	top ḡaḡah	توپ ډنډه ۷
throwing rock	tigah ačawal	تیګه اچول ۸
stick tight	čuč	چوچ ۹
hug/wrestling	gege niwal	غېری نیول ۱۰
sport	sport	سپورټ ۱۱
hide and seek	paṭ paṭonay	پټ پټونۍ ۱۲
whiplash	ḡabelaəy	دبېلۍ ۱۳
hats off/ throwing hats	kolāh partāw	کلاه پرتاو ۱۴
get to know	pežandal	پېژندل ۱۵

Listening Strategies

Watch for Important Explanation

Sometimes the speaker provides cues to alert the listener that a necessary explanation is coming. Sometimes, explanations come after a question is posed. Watch for those cues.

Example,

Question: په دې کلي کې خلک څه ډول اېنډي (تفریح) کوي؟ / What type of recreation activities do people do in this village?

Sometimes more explanation comes after words like “however, but, etc.”

Example,

... / but in Afghanistan no one knew it. When ...



Learning Activity 3. Match the words and phrases to their Pashto equivalents.

entertainment	سپورټ
excursion/to walk	پېژندل
calf	چکروهل
to hug	غېړی نیول
sport	کلاه پرتاو
hide and seek	خوسی
hats off	پټ پټونی
to get to know	لوبول
to throw the ball	تفریح
to play	تیغه اچول



Learning Activity 4. Define the following English words in Pashto.

entertainment	لوبول
rural/local	توپ ډنډه
whiplash	کلیوالي
dunk the ball	تفریح
sport	ډبېلی
to be played	سپورت



Understanding the Listening



Learning Activity 5. Listen to exchange at the beginning of the lesson (CHP 5. L 1. INTRODUCTION) and answer the following T/F questions. Write غ (غلط) for false and ص (صحیح) for true statements.

Statement جمله	True صحیح / False غلط
The article is about recreation in rural areas of Afghanistan.	
The speakers want to go on a walk.	
The second speaker explains the type of local sports.	
According to the article, most youths spend their free time with friends in parks.	
Cricket was a popular sport in Afghanistan.	
According to the article, war and in-fighting in Afghanistan have not affected the local traditions.	
There was a sports tournament in Jalalabad last week.	
“Hide and seek” is another traditional game in Afghanistan.	
According to the article, cricket is very popular in Pakistan.	
Throwing rocks is another popular local game.	

Language and Culture Note 2.

Hat Throw (کلاه پرتاو) / *kula partau*

In this game, a group of youths/players takes the hat from one person's head and throw it to each other. The owner of the hat tries to get his hat خولی back. As soon as the owner of the hat retakes his hat, another person's hat is snatched and thrown to each other. The game (لوبه) continues as much as the players want to continue it.

(چوچ/دنده کلی) *chuch/danda kilik*

This game has some similarities (ورته والی) to cricket and baseball. The equipment of the game includes a stick (which serves as a bat) about 60 cm long (24 inches) and a 20 cm (7 inches) stick called kilik (which serves the same purpose هدف as a ball in baseball). A small size ditch of 3.4 cm (1.5 inches) is dug to serve as the base. Two players/team leaders (میران) from each team toss a coin to decide (شکین) who will hit the small stick (kilik) and which team will try to capture the kilik. If the opposing team catches the kilik, the player who has hit the kilik will be out of the game, and another team member (غری) will go to the ground to hit the kilik. The first team will continue until all players are out or they reach the allocated time of the game. Then the next team will hit (وهل) the kilik and the first team will try to catch it. The winning team is the one who has hit the kilik longer than the other team. Each time that the kilik is hit, the distance (مسافه) is measured using the stick, which serves as a bat. Each measurement is called *muk*. One *muk* is 60 cm (the length of the bat).



CHP 5. L 1. DIRECT INSTRUCTION

A. Simple Past Tense - Action verbs

Forth Category: Verbs ending in *aydal* / بدل

The verbs in this category are of two types, regular and irregular verbs. We will study the first group in this lesson and the second group in the following lesson.

Regular Verbs

The past tense of the verbs in this group is formed by adding *waw*/و to the beginning of the verb and replacing the last letter *lām*/ل by conjugating the verb based on the subject/object pronoun. Verbs in this group are often intransitive and do not need an object.

See below how the verb *to be ashamed* / شر مېدل is conjugated for each object pronoun. Notice the changes in **red**.

Changes	Past Form (Conjugated)	Object Pronoun	Object Pronoun (English)
The letter <i>mem</i> /م is added	وشر مېدم	زه	I
The letter <i>wāw</i> /و is added	وشر مېدو	موږ / مونږ	we
The letter <i>yey</i> /ې is added	وشر مېدې	ته	you (sg.)
The letter <i>yey</i> /ئ is added	وشر مېدئ	تاسې	you (pl.)
The letter <i>lām</i> / ل is replaced with <i>h</i> /ه	وشر مېده	دی / هغه	he
The letter <i>h</i> /ه is added	وشر مېده/له	دا / هغه	she
The letter <i>lam</i> /ل is added	وشر مېدل	دوی / هغوی	they (masculine)
The letter <i>yey</i> /ې is added	وشر مېدې	دوی / هغوی	they (feminine)

If there is an object pronoun (on whom the act is performed) is present in the sentence, the *waw*/و to the beginning of the verb and the *aydal* / پدل is changed *wul* / ول . Then the verb is conjugated based on the object pronoun. See below examples for each object pronoun for the verb *ashamed* / شرمپدل :

English (Past Tense)	Past Form (Conjugated)	Object (Who receives the action)	Pronoun (Oblique Form) (Who does the action)
You made me ashamed.	وشرمولم	زه	تا
Khalida [a female] shamed us.	وشرمولو	مونږ	خالدي
I shamed you [singular].	وشرمولي	ته	ما
Khalid [a male] shamed you [all].	وشرمولي	تاسو	خالد
They shamed him .	وشرمول	هغه	دوى
You [formal] shamed her .	وشرموله	هغه	تاسي
I shamed them. [obj is masculine.]	وشرمول	دوى	ما
I shamed them. [obj is feminine.]	وشرمولي	دوى	ما
Who was shamed by Khalida? (Assuming the examinee is a female)	وشرموله	څوك	خالدي
Who was shamed by Khalida? (Assuming the examinee is a male)	وشرمول	څوك	خالدي
Who shamed Khalida (a female)?	وشرموله	خالده	چا
Who shamed Khalida (a female)?	وشرموله	چا	خالده
Who shamed Khalid (a male)?	وشرمول	خالد	چا
Who shamed Khalid (a male)?	وشرموله	چا	خالد

The following verbs fall under this category:

English	Transliteration	Verb	English	Transliteration	Verb
to get shy/embarrassed	šarmedal	شرمېدل	to get scared	weredal	وېرېدل
to walk	gar ĵedal	گرځېدل	to cry	žaredal	ژړېدل
to burn	swa ĵedal	سوځېدل	to fall	lwedal	لوېدل
to fall	ğor ĵedal	غورځېدل	to cough	toxedal	توځېدل
to get shaken	šoredal	شورېدل	to leak	cacedal	څڅېدل
to get played	lobedal	لوېدل	to reach/arrive	rasedal	رسېدل



Learning Activity 6. Select the correct conjugation for each statement.

English	Conjugated Verb	پښتو
I [was] scared yesterday.		زه پرون [وېرېدل].
You scared us last week.		تاسې تېره هفته موږ [وېرېدل].
He coughed a lot last week.		هغه تېره میاشت ډېره [توځېدل].
Khalida walked her dog [a female dog].		ځالدي خپل سپی [گرځېدل].
They [females] fell down from the room this morning.		دوی نن سهار د چټ نه [غورځېدل].
She burned her notebook.		هغې خپلې کتابچه [سوځول].
I made a joke yesterday, later, I felt ashamed.		پرون ما یوه توکه وکړه، خو بیا ورسته ډېر [شرمول].



Learning Activity 7. Choose the correct ending.

خالد زه وغورځ —.	ېدی
چاته وشور —؟	ولی
ما تاسو وژور —.	ولو
تاسو پروڼ دېر وگرځ —.	ولي
تاسي مونږ وشرم —.	ولم

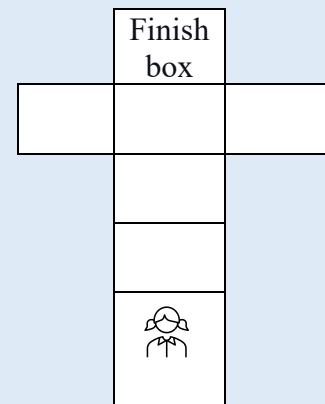


Learning Activity 8. First, use the verbs that you learned so far to create a short past tense story. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmates for feedback. Look up some words using online dictionaries.

Language and Culture Note 3.

Juz Bazi / جزبازي

This game is like (ورتنه) hopscotch. It is common among young Afghan girls (انجونې), but boys also sometimes (بعضې اوقات) participate. The children decide who will go first by playing a version of rock-paper-scissors. The game starts from the first/bottom box by pushing/hitting a round-shaped object (often a stone/small piece of rock) with the tips of the foot to the next box. Then they jump (خپز وهل) to that box with one leg. Neither the foot nor the object should touch any of the lines. If it happens, the player will lose the game.



SPORTS AND ENTERTAINMENT – RURAL CUSTOMS AND TRADITIONS

سپورت او تفريح - كليوالي دودونه

CHP 5. L 1. ESSENTIAL QUESTIONS

- What cultural significance do picnic places hold in Afghanistan, and how do they contribute to the traditional holiday celebrations and social gatherings of the local people?



Learning Activity 9. Look at the picture and answer the following questions.

- What are some recreational activities in your community?
- What story does the picture tell you about how Afghan enjoy their free time?

Reading Strategies

Cause and Effect

Understanding cause and effect will help you better comprehend the reading. One way is to complete a Cause-and-Effect graphic organizer to show how one action has caused another action. For example:

Cause: *The Afghan government and the private sector have also paid attention to the construction of parks.* / افغان دولت او خصوصي سکتور هم د پارکونو جوړونې ته پام اړولی.

Effect: *In this city, the interest of people to visit the entertainment places has increased.* / په دې ښار کې د تفریحي ځایونو لیدو ته د خلکو لېوالتیا ډېره شوې.

CHP 5. L 1. READING



Learning Activity 10. Read the following text adapted from an online article *Where do Kabulis go for picnic?* As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

Where do Kabulis Go for Picnics?

کابلین چېرې مېلو ته ځي؟

ځلا سحر، بي بي سي - کابل

۱۱ لړم ۱۳۹۸ - ۲ نومبر ۲۰۱۹

په کابل کې د ورځې د زرو په شاوخوا کې ښځې او نارینه په دغو تفریحي ځایونو کې وخت تیروي. کابل ښاروالي وايي، په دې ښار کې د تفریحي ځایونو لیدو ته د خلکو لېوالتیا (علاقه) ډېره شوې. افغان دولت او خصوصي سکتور هم د پارکونو جوړونې ته پام اړولی. د داسې خوشحالی غږ چې هر چېرې زړه نه ورته ښه کېږي په ځانګړي (خاص) ډول د نجونو لپاره. په کابل کې د ځوانانو اوه کسيزه ډله (ګروپ) چې پنځه يې نجونې دي بابر بن (باغ) ته د مېلې لپاره راغلي دي. بابر بن کې له مېلې سره کلتوري (فرهنگي) پروګرامونه هم کېږي، په ژوندۍ ښه موسيقي او اتن د اونۍ په وروستيو درېيو ورځو کې وي. د بن سيلانيان (لیدونکي) په ځانګړي ډول کورنۍ خپله خواړه پخوي، ځينې يې بيا د دې ځای له هوټلونو پېري. رييس يې احمد شاه وردګ وايي، سړکال دې امنيتي ګواښونو له کبله د دغه بن سيلانيانو شمېر دېرش سلنه (فيصد) راتيا شوی، خو بيا هم سړ کال تر اوسه نژدې يو ميليون کسانو دغه باغ ته د سيل (لیدو) لپاره راغلي دي.

پښتو BBC News - کابلین چېرې مېلو ته ځي؟ Adapted from: BBC News

AFTER READING

Reading Strategies

Making Inferences

To better comprehend the text and be able to understand implicit messages in a spoken or written passage, you must read between the lines and decode hidden messages. For example, in the previous reading passage, why does the author include the following statement:

... د داسې خوشحالی غږ چې هر چېرې زړه نه ورته ښه کېږي په ځانګړي ډول د نجونو لپاره.



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Pashto dictionary.

Statement جمله		True صحيح / False غلط
1.	This article is about how people in Kabul spend their leisure time.	
2.	According to the article, more than 500 visitors spend time in picnic areas.	
3.	The author's tone is upbeat and optimistic.	
4.	According to the article, only the private sector pays attention to maintaining parks.	
5.	People also enjoy music and food when visiting Babur Garden.	
6.	According to the article, fewer women visit Babur Garden.	
7.	Some recreational programs in Babur Garden include performing Attan and listening to live music.	
8.	Security threats have not impacted the number of people visiting the garden.	
9.	According to the article, all visitors must bring their own food when visiting the Babur Garden.	
10.	Due to safety threats, the number of visitors has decreased this year.	



Learning Activity 12. Work with a partner or alone. Read the article “Where do Kabulis go for Picnics?” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “Where do Kabulis Go for Picnics?” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.). The statements are related to the reading passage.

ژوندۍ بڼه	بن	سیلانیان	تفریح	اړول
-----------	----	----------	-------	------

- ۱ په کابل کې خلک د _____ ځایونو ته ځي.
- ۲ دولت د پارکونو د جوړونې ته پام _____.
- ۳ یوه اوه کسيزه ډله بابر _____ ته د مېلې لپاره راغلي دي.
- ۴ د _____ شمېر دیرش سلنه راټیټ شوی.
- ۵ په _____ موسیقي او اتڼ د اونۍ په اخرو ورځو کې وي.

CHP 5. L 1. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passage “Traditional Games and Entertainments” in the Introduction. Work with a partner or alone. Write a short email in Pashto to a friend and talk about these practices in Afghanistan. Also, mention if anything the passage has surprised you. Use an online Pashto dictionary to look up some words.

CHP 5. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare Afghans traditional games and entertainments with those in your culture. What similarities and differences do you notice?

CHP 5. L 1. EVALUATING



Learning Activity 17. Select 2-3 practices related to traditional games and entertainments. Explain how those traditions reflect culture. In English, describe below.



Learning Activity 18. Based on what you have learned and acquired, in English, explain in what ways sports and entertainment have changed over time in Afghanistan.

Language and Culture Note 4.

Current Status of Entertainment and Recreations in Afghanistan (2023)

In August 2021, the democratic government of Afghanistan collapsed (ړنگ شو) (2001-2021) and the Taliban took control of the country. One of the changes they introduced was banning Afghan women from amusement parks, fairs, and gyms in big cities such as Kabul. The decision (فېصله) came after the Taliban claimed that they had seen both men and women ignoring gender segregation (جلاوالی) orders in parks and women not observing Islamic attire “hijab.”



In some other areas (سیمې), the Taliban has ordered separate days of the week for men and women to access parks to enforce gender segregation. Currently, amusement parks are almost empty, and they lose business due to a lack of visitors.

CHP 5. L 1. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate or alone how people, both male and female, entertain themselves in modern Afghanistan and how those practices have changed over time. In English, write your findings in the following space:

CHP 5. L 1. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create a social media post in Pashto language that explains popular sports and forms of entertainment in Afghanistan. Include relevant images to enhance your post.



Learning Activity 21. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

اخیره زمانه شوه، د چرگانو یارانې شوه.

Transliteration: āxarah zmānh šwah d cargāno yārānah šwah

Literal: The world is coming to an end; the roosters are becoming friends.

Meaning: In Pashto culture, proverbs are commonly used to convey wisdom, social norms, and observations about life. This particular proverb speaks about a highly unusual and extraordinary situation that is likely to occur in times of great chaos or crisis.

The phrase "اخیره زمانه شوه" translates to "the world is coming to an end" or "the end of times is near." This suggests a time of immense turmoil, uncertainty, or a catastrophic event. It is a notion that signifies a state of affairs when everything seems to be falling apart or reaching a breaking point.

On the other hand, "د چرگانو یارانې شوه" translates to "the roosters are becoming friends." Roosters, being territorial and aggressive birds, are not known for being friendly with each other. Therefore, the proverb paints a surreal and unbelievable image of roosters, who are typically rivals, suddenly becoming friends, which is something that would hardly ever happen under normal circumstances.

In essence, the proverb is used to describe an extremely rare and unusual situation, emphasizing the severity of the ongoing crisis or chaos. It conveys a message of astonishment and indicates that when the world seems to be crumbling, even the most improbable things can occur. It serves as a reflection of how dire and unpredictable events can reshape norms and create unforeseen alliances or situations.

CHP 5. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify common sports and entertainment practices in Afghanistan.	
2.	I can explain how sports and entertainment have changed over time.	
3.	I can ask and answer questions about traditional sports and games.	
4.	I can explain some challenges that Afghans may, especially women, face when they attempt to participate in certain sports.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

LESSON 2

دوهم درس

LOCAL FESTIVALS

محلي فستیوالونه / جشنونه

CHP 5. L 2. ESSENTIAL QUESTIONS

- What festivals are important part to Afghan culture?
- Why is it important to learn about holidays that other cultures and countries celebrate?



Discuss the following questions with a partner. Write down the main points on a piece of paper.

- Why do people celebrate?
- What do celebrations around the world have in common?

CHP 5. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to identify important festivals in Afghan culture and explain what celebrations around the world have in common. The grammatical aspect of the lesson will focus on the simple past tense – action verbs (Category 4, Part II).

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 5. L 2. Lesson Learning Checklist).

CHP 5. L 2. INTRODUCTION



Learning Activity 1. As you listen to the audio, think about what kind of traditional sports are played in villages and how people entertain themselves. Write down any words that you need help understanding.



Orange Blossom Festival was Held in Jalalabad

په جلال اباد کې د نارنج گل مېله او مشاعره وشوه

ځالده	ښاېسته جانې، پروڼ جلال اباد ښار ته لارم. ښار د خړو نارنجي گلونو له بوی نه ډک وو. زما دېر خوښ شو.
ښاېسته	رښتیا وايي، ځالده جانې!
ځالده	په ښار کې ګڼه ګونه وه او دېرې مېلې وې. زه غواړم چې دېر په دې هکله وپوهېږم.
ښاېسته	دا یوه دودیزه مېله ده چې خلک راټولېږي او مشاعرې کوي. پدې جشن کې ځوانان موسیقي او آتن هم کوي.
	سرکال (۲۰۲۱) د نارنج گل دودیزه مېله او مشاعره د افغانستان د ملي راډیو ټېلویزیون ادارې او د ننګرهار د اطلاعاتو او فرهنګ ریاست په ګډه جوړه کړې وه.
	د نارنج گل دا کلنۍ مېله او مشاعره د مارچ پر ۳۰مه نېټه له ماښام وروسته د فخر افغان باچا خان کمپلکس په انګرې کې جوړه شوې وه چې پر یو شمېر حکومتي چارواکو او شاعرانو سربېره په کې په سلګونو ځوانانو او د شعر او ادب مینه والو ګډون کړی وه.
	د مشاعرې تر پیلېدو له مخه د ننګرهار والي ضیاالحق امرخېل له شاعرانو وغوښتل چې په خپلو شعرونو کې خلکو ته د سولې او امن پیغامونه ورکړي.
ځالده	دېره مننه!
ښاېسته	هیله کوم.

Source: Adapted from mashaalradio.com په جلال اباد کې د نارنج گل مېله او مشاعره وشوه

Language and Culture Note 1.

Blossom Season in Jalalabad (د نارنج گل)

Usually (اکثر اوقات), the beginning of spring (March 21) is the orange blossom (نارنج گل) season in Jalalabad. The city is filled with the fragrance of sour orange blossoms. Many people travel to Jalalabad on March 31 to celebrate the Narenj Gul festival (مېله). This is a cultural and literature event in which an annual poetry festival is held. Poets from all over the country are invited to attend the event and recite their poetry (شعرونه). Poetry has deep roots in the culture of the region. While Narenj Gul is originally a festival of poetry, poets also recite poems in Pashto and other languages (ژبې), such as Pashayi, and make the event more diverse.

CHP 5. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو
to go	tlal	ټلل ۱
orange	nāranj	نارنج ۲
orange flower	nāranjigolunah	نارنجي گلونه ۳
the smell	buy	بوی ۴
full	ḍak	ډک ۵
crowd	gaṇahguṇah	گڼه گوڼه ۶
to understand	pohedal	پوهېدل ۷
poetry	mašā'rah	مشاعره ۸
shopkeeper	saḷkāl	سړکال ۹
high school	kalanəy	کلنۍ ۱۰
date	neṭah	نېټه ۱۱
homestead /backyard	angaṛ	انگر ۱۲
government	hakumat	حکومت ۱۳
authority/official	cār wāk	چارواک ۱۴
to get started	pyledal	پیلیدل ۱۵

Listening Strategies

Listening for Details

When you listen to a passage, focus on how the speaker explains or supports their ideas. What specific details are provided, and how do those details support the main idea of the passage.

Example: دا يوه دوديزه مېله ده چې خلک راتولېږي او مشاعرې کوي. پدې جشن کې ځوانان موسيقي او اټن هم کوي. / *It is a traditional festival where people gather and perform poetry. In this festival, the youth also perform music and dance (Atan).*



Learning Activity 3. Match the words and phrases to their Pashto equivalents.

poetry discussion	نارنج
smell	گلونه
homestead	بوی
crowd	ګڼه ګونه
flowers	مشاعره
date	شعر
this year	کلنی
yearly	نېټه
poem	انګر
orange	سړکال



Learning Activity 4. Define the following English words in Pashto.

orange	گل
poetry discussion	بوی
flower	مشاعره
year	پیل
smell	کال
start	نارنجي



Understanding the Listening



Learning Activity 5. Listen to exchange at the beginning of the lesson (CHP 5. L 2. INTRODUCTION) and answer the following T/F questions. Write غلط (غلط) for false and ص (صحیح) for true statements.

Statement جمله	True صحیح / False غلط
The article is about a famous cultural and literary event.	
The first speaker loved the sweet smell of orange blossoms in the city.	
According to the first speaker, many people were in the city of Jalalabad.	
The Orange Blossom Festival is an annual event held in the Nangarhar province of Afghanistan.	
Only people of Jalalabad and surrounding cities participate in the Orange Blossom Festival.	
Poets recite poems only in the Pashto language.	
Sometimes government officials attend the Narenj Gul festival.	
Youths also perform music and dance (Attan) at the event.	
The Narenj Gul festival is men only event.	
Women can also participate in the festival and read their poems.	

Language and Culture Note 2.

Important Festivals of Afghanistan

Afghan festivals are mostly religious (مذهبي) events: Ashura, Prophet Mohammad (PBUH), Night of Decree (Lailat-al-Qadr), Night Journey (Mi'raj night), Eid al-Fitr, Day of Arafah, and Eid al-Adha). We have already (له مخکې) explained these festivals and holidays (رخصتي) in previous lessons.

Traditional festivals such as (لکه) the Narenj Gul or Orange Blossom Festival unite Afghans, who come together for celebration. Afghans participate in festivals from all over the country to share their literature and culture with fellow citizens.

CHP 5. L 2. DIRECT INSTRUCTION

A. Simple Past Tense - Action verbs

Forth Category: Verbs ending in *aydal* / پدل

The verbs in this category are of two types, regular and irregular verbs. We studied the regular verbs in previous lessons. In this lesson we will focus on irregular verbs.

Irregular Verbs

In these verbs, *aydal* / پدل serves as a suffix to make the infinitive form of the verb. It is added to a noun or adjective. For example, the verb *to hide* / پتپدل is formed from پدل + پت. پت by itself means *hide* (noun/adjective).

The simple past form of these verbs is made by replacing *aydal* / پدل with *šo* / شو and conjugating the verb according to the object pronoun.

Note: The regular form of object/subject pronoun is used with these verbs, not the oblique form. That is, *zeh* / زه not *mā* / ما.

See below how the verb *to hide* / پتپدل is conjugated for each object pronoun. Notice the changes in red.

Changes	Past Form (Conjugated)	Object Pronoun	Object Pronoun (English)
The letter <i>mem</i> /م is added	پت شوم	زه	I
The letter <i>wāw</i> /و is added	پت شوو	موړ / مونږ	we
The letter <i>yey</i> /ې is added	پت شوې	ته	you (sg.)
The letter <i>yey</i> /ئ is added	پت شوي	تاسي	you (pl.)
The letter <i>lām</i> /ل is replaced with <i>h</i> /ه	پت شو	دی / هغه	he
The letter <i>h</i> /ه is added	پته شوه	دا / هغه	she
The letter <i>lam</i> /ل is added	پت شول	دوی / هغوی	they (masculine)
The letter <i>yey</i> /ې is added	پتي شولي	دوی / هغوی	they (feminine)

The following verbs fall under this category:

English	Transcription		English	Transcription	
to break down	xarābedal	خرا بیدل	to get cleaned	pākedal	پاک بیدل
to get spent	masrafedal	مصرفیدل	to get cleaned	awtaredal	اوتر بیدل
to get hot	garmedal	گرم بیدل	to get fixed	joredal	جور بیدل
to get broken	mātedal	مات بیدل	to get fat	cāgedal	چاغ بیدل
to get injured	ṭapikedal	تپي کیدل	to understand	pohedal	پوه بیدل
to get sold	xarcedal	خرځ بیدل	to get cold	saredal	سړ بیدل
to get crushed	mydahkedal	میده کیدل	to stay	pātekedal	پاتي کیدل
to get hungry	wažaykedal	وری کیدل	to incur a loss	tāwānikedal	تاواني کیدل
to get thirsty	tažaykedal	تړی کیدل	to get learned	zdahkedal	زده کیدل
to get melted	aobahkedal	اوبه کیدل	to get fined	jarimahkedal	جریمه کیدل
to get faced/encounter	maxāmax	مخامخ کیدل	to get lifted	portahkedal	پورته کیدل
to get sad	xapahkedal	خپه کیدل	to get injured	ṭapikedal	تپي کیدل
to get finished	xlāskedal	خلاص کیدل	to get started	šro' kedal	شروع کیدل
to get finished	xatmkedal	ختم کیدل	to get spilled	capahkedal	چپه کیدل
to leave	roxsatkedal	رخصت کیدل	to die	maṛkedal	مر کیدل



Learning Activity 6. Select the correct conjugation for each statement.

English	Conjugated Verb	پښتو
Was your car sold?		ستا موټر [خرخول]؟
I got injured in the war last year.		زه تېر کال په جرگه کې [ټپي کېدل].
We understood your words/talk.		مونږ ستاسو په خبره [پوهېدل].
Khalida's lesson started at the university.		د خالدې درسونه په پوهنتون کې [شروع کېدل].
They stayed for the wedding.		دوی د واده لپاره [پاتې کېدل].
My phone got crushed yesterday.		زما تېلفون پرون [میډه کېدل]
I made a joke yesterday, but Khatira got sad.		پرون ما یوه توکه وکړه، خو خاطره [خپه کېدل].



Learning Activity 7. Choose the correct ending.

No further ending	خالد پټ شو —.
ئ	څوک زخمي شو —؟
ه	زه پرون دېر وړی شو —.
ل / ې	تاسې پرون دېر سترې شو —.
م	هغوی لږ تاوانې شو —.



Learning Activity 8. First, use the verbs that you learned so far to create a short past tense story. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmates for feedback. Look up some words using online dictionaries.

Language and Culture Note 3.

Gul-e-Arghawan Festival (ارغوان گل مېله)

Another festival (بله مېله) that brings writers, poets, intellectuals, and people of culture together (ګډ) is the Arghawan Festival (فستیوال) that is held in Gul Ghondi Hill in Parwan Province. It is a spring event that is celebrated by reading poems (شعرونه) and performing dances/Attan. The festival provides an opportunity for youths to enjoy their time and also learn about the past. The main focus of the festival is to commemorate (جشن) the good days of the past and contribute to the growth of the culture.

LOCAL FESTIVALS

محلي فستیوالونه / جشنونه

CHP 5. L 2. ESSENTIAL QUESTIONS

- What are the traditional customs and practices associated with Afghan festivals? How have festivals in Afghanistan evolved over time?



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



Learning Activity 9. Look at the picture and answer the following questions.

- What are some recreational activities in your community?
- What story does the picture tell you about how Afghans enjoy their free time?

Reading Strategies

Previewing: Scanning for Historical Event

When you read, pay attention to historical events. This will make the reading exciting and help you better understand and retain new information. In the previous reading, the author talks about Ahmad Shah Baba's victory, “کله چی احمدشاه بابا کشمیر فتح کړ” when he conquered Kashmir. Think about the relevance of this piece of information to the main idea of the article and how this information is essential to know. Does this information provoke further thoughts?

CHP 5. L 2. READING



Learning Activity 10. Read the following text adapted from an online article about a traditional festival called *Shalimar Mela*. The text is in Kandahari dialect. For scaffolding, synonyms of some words and their Nangahari equivalent have been provided inside brackets. As you read, think about the information that surprises you. You can also look up some words using a Pashto online dictionary.

Shalimar Festival

د شالمار/شالیمار جشن

شالمار په کندهار کې هغه لویه دودیزه میله ده چې هر کال د توتو (توت) پخیدو سره سم پیلېږي (شروع کېږي) او شاوخوا (تقریباً) تر څلویښتو (۴۰) ورځو پورې دوام کوي. دا میله د تاریخ له پلوه خورا پخوانۍ او هغه مهال چې د افغانستان بنسټ (اساس) اېښودونکي احمد شا بابا څخه اڅکزيو (د اڅکزي قوم) او بیا لري پرتو سیمو خلکو د یو میله ځای د جوړیدو غوښتنه وکړه نو ور سره سم د کندهار په ارغنداب ولسوالۍ کې میله ځایونه جوړ شول (شول). تر ډېره ددې میلی گډونوال د کندهار د ختیځو (شرق) ولسوالیو د امان، سپین بولدک، ریگستان، بنور اوک، شکی، ارغستان، معروف او نورو سیمو څخه وي. ددې میلی گډونوال تر ډېره پر غیږي نیولو، اتنونو، دریا او نورو سیمه ایزو لوبو بوخت وي. د شالمار میلی گډونوال کولای سي (شي) چې د ارغنداب په هره سیمه کې پرته له کومې ستونزې توت و خوري او په بېلا بېلو ځایونو کې



اوسپیری. د شالمار گډونوالو ته خورا کلک (اساسي) امنیتي تدبېرونه نیول سوی (شوی) وی او هغوی د شپې او ورځې یو بل ته نارې کوی او هم سیمه ییزه لوبې.

کله چې احمدشاه بابا کشمېر فتح کړ، نو له ده څخه د اڅکزو د قوم مشرانو غوښتنه وکړه چې موږ د رېگونو او صحراوو اوسېدونکي یو، نو موږ ته یو، باغ راجور (جور) که (کره) چې موږ (مونږ) مېلې پکښې (په کې) کوو، نو بیا احمدشاه بابا د ارغنداب د دوراهې څخه تر مرنجان پورې دا ټوله سیمه د شالمار مېلې ته ځانگړې کړه (وتاکه) او دا یې هم وویل چې دا دې یوازې د اڅکزو د قوم مشرانو غوښتنه نه، بلکې د ټولو خلکو وی.

Adapted from: wikivoyage.org د شالمار میله - سفرې لارښود په ویکیسفر کې

CHP 5. L 2. AFTER READING

Reading Strategies

Making Connections

Think about connections that you can make as you read. Pay attention to pieces of information that relate to or remind you of your life, past experiences, and prior knowledge. Also, think about other books, articles, movies, etc., that may have focused on a similar topic.

Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحیح (ص) or false/غلط (غ). You can look up some words using an online Pashto dictionary.

Statement جمله		True صحیح / False غلط
1.	The article is about a traditional festival that is held during the mulberry season.	
2.	The article is about the war with India.	
3.	The Shalimar festival lasts for over a month.	
4.	The festival started with the request of the Achakzai Pashtun tribes for a picnic place.	
5.	The festival is held in Eastern provinces.	
6.	Ahmad Shah Baba (Ahmad Shah Durrani) designated a place to hold the annual Shalimar Festival.	
7.	This festival is held at the beginning of spring.	
8.	Youths enjoy the festival by playing local and traditional games.	
9.	This festival is also held in Kashmir.	
10.	The festival is celebrated under tide security measures.	



Learning Activity 12. Work with a partner or alone. Read the article “Shalimar Festival” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “Shalimar Festival” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.). The statements are related to the reading passage.

کلک	څلویښت	پخېدل	ټول خلک	سیمه ایز
-----	--------	-------	---------	----------

۱ شالمار د توتو د _____ سره سم پیلېږي.

۲ په مېله کښې، ځوانان _____ لوبو ترسره کوي.

۳ د شالمار په مېله کې _____ امنیتي تدابیر نیول کېږي.

۴ د شالمار جشن د _____ غوښتنه وو.

۵ د شالمار جشن د _____ ورځو لپاره وي.

CHP 5. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passages “Orange Blossom Festival was Held in Jalalabad” in the Introduction and “Shalimar Festival” on the previous page. Work with a partner or alone. Write a short email in Pashto to a friend and talk about these traditions in Afghanistan. Also, discuss the significance of such events in preserving culture and unifying people. Use an online Pashto dictionary to look up some words.

CHP 5. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare Afghans traditional festivals with those in your culture. What similarities and differences do you notice?

CHP 5. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to Afghan traditional festivals. Explain how those traditions reflect culture. In English, describe below.



Learning Activity 18. Based on what you have learned and acquired, in English, explain why it is important to learn about holidays that other cultures and countries celebrate.

Language and Culture Note 4.

Guli Surkh Festival گل سرخ مېله

This is another festival that is celebrated in the city of Mazar-e-Sharif, Balkh province (ولایت). Guli Surkh means *red flowers* and is very similar to red tulip flowers (گلان). The festival is held in celebration of Nowruz (Afghan New Year) for 40 days when red tulip flowers grow in the green plains and on the hills surrounding the city of Mazar-e-Sharif. Afghans from all over the country travel there to attend the festival. Many activities and customs, such as Jahenda Bala (raising the flag) and Buzkashi (وزلوبه) games, are performed to welcome the new year.

CHP 5. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate or alone, focusing on what celebrations worldwide have in common. And how festival and celebration practices have changed over time, specifically in Afghanistan. In English, write your findings in the following space:

CHP 5. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create a digital media post in Pashto, supported by images, to discuss local festivals and their significance in Afghan culture. Use or refer to online resources for additional information.



Learning Activity 21. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

وروري به کوو، خو حساب تر منځ

Transliteration: wrori bah kawo xo hasāb tar manj

Literal: Keep a brotherly relationship, but keep accounts

Meaning: This proverb conveys essential advice about maintaining relationships while being prudent with financial matters.

In this context, "وروري به کوو" means "keep a brotherly relationship" or "treat others like brothers." It emphasizes the value of building and nurturing strong, supportive, and trusting relationships with others, especially with friends, relatives, or those who are close to you. In Pashto culture, the concept of brotherhood extends beyond blood relations to include individuals with whom one shares a deep bond of friendship and loyalty.

On the other hand, "خو حساب تر منځ" means "but keep accounts" or "be cautious about financial matters." This part of the proverb advises exercising caution and practicality in financial dealings, especially when it comes to lending money or entering into financial arrangements with close friends or relatives. While maintaining strong bonds of brotherhood is important, it also suggests that one should not overlook or ignore financial responsibilities or the potential risks that might arise from mixing personal relationships with financial matters.

CHP 5. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify Afghan traditional games and entertainment.	
2.	I can identify local festival and explain how they are held.	
3.	I can ask and answer questions about traditional games and entertainment.	
4.	I can explain the importance of local festivals.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

CHP 5. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 5.

Chapter Objectives:

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *entertainment and local festivals* in Afghanistan.
- Exchange information in conversations and some discussions on *entertainment and local festivals* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Tell stories about school and community events and personal experiences relevant to *entertainment and local festivals*, using a few short paragraphs, often across various time frames.
- Compare products and practices in my own and other cultures related to *entertainment and local festivals* in the Afghan culture.

CHP 5. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 5

Topic: Entertainment and Local Festivals in Afghanistan

Objective: To demonstrate their understanding of the Pashto language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on traditional sports, entertainment, and festivals, including their evolution and cultural significance.

- **Interpretive Mode**
 - Task: Read an article in Pashto detailing traditional sports and entertainment in Afghanistan, changes over time, and the cultural significance of various Afghan festivals.
 - Assessment:
 - Write a detailed summary in Pashto, highlighting the main points of the article.
 - Compare and contrast these Afghan traditions with those of your own or another culture you are familiar with.
- **Interpersonal Mode**
 - Task: Engage in a conversation with a classmate in Pashto, discussing:
 - Personal experiences or knowledge about traditional sports and festivals in Afghanistan, particularly Buzkashi.
 - Opinions on the importance of understanding and respecting cultural holidays and festivals.
 - Assessment:
 - Active participation in the conversation, effectively using questioning and responding skills.
 - Appropriate use of vocabulary and expressions related to sports, entertainment, and cultural festivals.
- **Presentational Mode**
 - Task: Prepare and deliver a presentation in Pashto on one of the following topics:
 - "The Evolution of Entertainment and Festivals in Afghanistan" focusing on how these have changed over time.
 - "The Role of Buzkashi in Afghan Society" discussing its significance in promoting community and social cohesion.
 - Assessment:
 - Organizational coherence and clarity of the presentation.
 - Accurate and appropriate use of language, including vocabulary and grammar.
 - Ability to engage the audience with informative and culturally rich content.
- **Peer Review and Discussion (Post-Presentational Task)**
 - Task:
 - Conduct a peer review session, offering constructive feedback on your classmates' presentations, focusing on content, language use, and presentation effectiveness.

- Participate in a group discussion synthesizing learned information about Afghan entertainment and festivals, discussing their cultural importance and relevance in a global context.
- Assessment:
 - The quality of feedback provided, focusing on areas for improvement and strengths.
 - Active and meaningful participation in the discussion, demonstrating a comprehensive understanding of the topic.

CHP 5. VOCABULARY

English	Transliteration	پښتو
recreation	tafreh	تفریح
rural	kaliwāli	کلیوالي
to go	tlal	تلل (لار)
entertainment	čakarwahal	چکر وهل
to play	lobawal	لوبول
calf	ğosay/xosay	غوسی/خوسی
dunk the ball	top ɖaɖah	توب ډنډه
throw up	tigah ačawal	تیغه اچول
stick tight	čuč	چوچ
hug	gege niwal	غیری نیول
sport	sport	سپورټ
hide and seek	paɖ paɖonay	پټ پټونی
whiplash	ɖabelaəy	ډیبلې
hats off	kolāh partāw	کلاه پرتاو
get to know	pežandal	پېژندل
to go	tlal	تلل (لار)
orange	nāranj	نارنج
orange flower	nāranjigolunah	نارنجي گلونه
the smell	buy	بوی
full	ɖak	ډک
crowd	gaɖahguɖah	گڼه گوڼه
to understand	pohedal	پوهېدل (پوهېر)
poetry discussion	mašā'rah	مشاعره
shopkeeper	sažkāl	سرکال
high school	kalanəy	کلنۍ
date	neɖah	نیټه
homestead	angaɖ	انگړ
government	hakumat	حکومت
author	cār wāk	چارواک
to get start	pyledal	پیلیدل

CHAPTER SIX

شیرم خیرکی

WORK AND PROFESSIONS

کسب او کار



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with text that are spoken or written.

Chapter Objectives

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *work and professions* in Afghanistan.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations and some discussions on *work and professions* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

Chapter Objectives

- Tell stories about school and community events and personal experiences relevant to Afghan *work and professions*, using a few short paragraphs, often across various time frames.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in my own and other cultures related to Afghan *work and professions*.

LESSON 1

لومړۍ درس

CAREER PLANNING -OFFICIAL JOBS

کسب او کار – رسمي دندې

CHP 6. L 1. ESSENTIAL QUESTIONS

- How do Afghans prepare themselves for a career?
- What are the important elements in getting an official job with governmental/non-governmental institutions in Afghanistan?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Discuss the following questions with a partner about the student in the picture. Write down the main points on a piece of paper.

- What might happen next in her life?
- How are youths planning for their career in your culture?

CHP 6. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to explain how Afghans prepare themselves for a career. You will also identify essential elements that affect employability in Afghanistan. The grammatical aspect of the lesson will focus on the present perfect and past perfect tenses.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 6. L 1. Lesson Learning Checklist).

CHP 6. L 1. INTRODUCTION

 **Learning Activity 1.** Listen to the audio about how Afghans prepare themselves for a career and the important elements in getting a desired job. Write down any words that you need help understanding.

Career Planning – Official Jobs

کار او شغل – رسمي دندې

شکرخان! د نورو موضوعاتو په هکله خومي څه معلومات ترلاسه کړل، اوس راته د کار موندنې او د کار بازار په اړه لطفاً یو څه ووايه. جلال خان

جلال خان، دا ډېره یوه مهمه پوښتنه ده. شکرخان

په افغانستان کې یوازې نیمایي (۵۴ سلنه) ځوان افغانان سواد لري. ځوانان د هېواد د پام وړ شتمنۍ دي خو له بده مرغه د روانو جگړو او ناامنۍ له امله ډېر ځوانان له هېواد نه تښتې. په داسې یو هیواد کې د زده کړې او کاري ځواک غوښتنې مخ په زیاتېدو دي.

په افغانستان کې زده کړه په لومړنیو ښوونځیو کې پیلېږي او د ثانوي او تر لورو زده کړو پورې دوام کوي. زده کوونکي د دولس کلن ښوونځي له بشپړولو وروسته کولای شي چې د کانکور په نوم پوهنتون ته د داخلي ازموینه ورکړي. دا ازموینه په ۱۹۶۶ کال کې رامنځ ته شوه. هغه زده کوونکي چې په ازموینو کې ناکام شي باید یو کال وروسته بیا ازموینه واخلي. زده کوونکي اجازه لري چې د خپل ژوند په اوږدو کې دوه ځلې په دې ازموینه کې برخه واخلي.

د عامه پوهنتون ډیری زده کوونکي یوازې د ډپلومي د ترلاسه کولو لپاره پوهنتونونه ته ځي. زده کوونکي د ډیری دلایلو له امله نشي کولی د خپلو مهارتونو او ګټو پر اساس مسلک زده کړي او پرځای یې مجبور دي چې هغه ساحې زده کړي چې د دوی وړتیاوې او ګټې په پام کې نه نیسي.

د یوې مطالعې (نوره او واني، ۲۰۲۲) له مخې، ۴۴ فیصد زده کوونکي په هغو برخو کې کار کوي چې د دوی د مطالعې ساحې نه دي، او ۱۷،۵ فیصد فارغ شوي زده کوونکي وزگار دي. ډیری افغانان په دې باور دي چې د کار موندنې ښه فرصتونه شتون نلري. دوی د کار په بازار کې د سیالۍ په اړه اندېښنه لري. دوی باور لري چې خالي بستونه یوازې د رسمیات موخو لپاره اعلانېږي. دهغه کسانو لپاره چې شخصي اړیکې یا واسطه لري د دندې ترلاسه کول اسانه دي. انګلیسي ژبه د کار د فرصتونو لپاره خورا مهمه ده.

ډېره جالبه، خیر یوسي!

هیله کوم.

Source: [Linkage Between Imposed Career Study, Career Planning, and Employability Perceptions Among Higher Education Students: An Empirical Investigation of Afghanistan | Zenodo](#)

Language and Culture Note 1.

Afghanistan's Economy

Afghanistan's economy (اقتصاد) and job market grew (وده وکړه) quickly between 2001-2021 when an internationally backed government (حکومت) was in power. However, after the Taliban overran (غورځول) Afghanistan in August 2021, the country faced a significant brain drain. Most government employees and skilled workers (کاریگر) left the country due to ongoing conflict (روان کړکېچ) and insecurity. In addition, the Taliban ordered female employees to stay home. This situation caused a major lack of skilled labor in the market.

Source: [Linkage Between Imposed Career Study, Career Planning, and Employability Perceptions Among Higher Education Students: An Empirical Investigation of Afghanistan | Zenodo](#)

CHP 6. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو	
official jobs	rasmi dande	رسمي دندې	۱
topics/subjects	mawzo' āt	موضوعات	۲
to find a job	kār mondal	کار موندل	۳
literacy	sawād	سواد	۴
wealth	štamanōy	شتمنی	۵
to escape	taštedal	تشتېدل	۶
work force	kāri jwāk	کاري ځواک	۷
to complete	bašparawal	بشپړول	۸
examination	āzmoyanah	ازموینه	۹
fail/unsuccessful	nākām	ناکام	۱۰
in lifetime	d žwand pah auždo ke	د ژوند په اوږدو کې	۱۱
skills	mahārat	مهارت	۱۲
profession	maslak	مسلک	۱۳
to graduate	fārağ kedal	فارغ کېدل	۱۴
to compete	syālōy	سیالی	۱۵

Listening Strategies

Synthesizing Information

To better understand the passage, it is crucial to put together information from different sources, for example, from what you have been exposed to in the textbook and other sources, including online journals and articles. In the previous passage, much information about different aspects of Afghans' life has been provided. Look up some information to enhance your background information and develop your critical thinking skills.



Learning Activity 3. Match the words and phrases to their Pashto equivalents.

job	ازمونه
literacy	ناکام
work force	مسلک
exam	سواد
fail	کاري ځواک
profession	سیالی
skill	فراغت
graduation	بشپړول
competition	مهارت
to finish	دنده



Learning Activity 4. Define the following English words in Pashto.

to flee	مسلک
exam	دنده
profession	ازموینه
job	سیالی
competition	پشپړول
to finish	تشتېدل



Understanding the Listening



Learning Activity 5. Listen to exchange at the beginning of the lesson (CHP 6. L 1. INTRODUCTION) and answer the following T/F questions. Write غلط (غلط) for false and ص (صحیح) for true statements.

Statement جمله	True صحیح / False غلط
The article is about the job market in Afghanistan.	
According to the article, almost half of the youths are illiterate in Afghanistan.	
All high school graduates must pass a national exam in order to enter universities.	
According to the passage, if a student fails, they have only one more chance in their lifetime to attempt the national exam.	
The job market currently (2023) is very strong in Afghanistan.	
Most students get jobs that are aligned with their field of study.	
Afghanistan is currently (2023) facing a lack of skilled labor due to a brain drain.	
According to the passage, less than 44% of youths work in the field that they have studied.	
Most Afghans are pessimistic about the current job market in Afghanistan.	
According to the passage, it is not what you know, but who you know.	

Language and Culture Note 2.

Education vs. Career

In Afghanistan, it is common for students (شاگردان) not to select a field (ساحه) of study based on their skills and interests. Students are placed in different (مختلف) colleges based on their scores on the national (Kankor) exam. The preferred disciplines (نظمونه) are medicine, engineering, computer science, economics, and law (قانون). The less preferred disciplines are midwifery, psychology, fine arts, different literature languages, environmental studies, etc. If a student's score is not high enough to enter the "top" colleges, they are offered to join the less preferred ones. If the student decides not to accept the offer, they must (بايد) wait one full year before they reattempt (بيا هڅه) the exam. This is one of the reasons that, in most cases, students do not work in the field of their study.

Source: [Linkage Between Imposed Career Study, Career Planning, and Employability Perceptions Among Higher Education Students: An Empirical Investigation of Afghanistan | Zenodo](#)

CHP 6. L 1. DIRECT INSTRUCTION

A. Present Perfect Tense

1. Intransitive Verbs. Intransitive verbs are those whose context does not entail a direct object. The following three rules apply when we use these verbs in the present perfect tense:

- 1) The subject pronoun's regular form is used with intransitive verbs (NOT the oblique case).
- 2) The present perfect form of the main verbs is made by adding *yay* / ي to their infinitive forms.
- 3) The auxiliary *To be* verb is added at the end of the sentence, which must agree with the subject pronoun. See below how the verb *get out* / وتلل is used for each subject pronoun in the present perfect tense.

English	Sentence	Present Perfect	Infinitive Form	Pronoun
I have been out.	زه وتلي يم.	وتلي	وتلل	زه
We have been out.	مونبر وتلي يو.			مونبر
You (s.) have been out.	ته وتلي بي.			ته
You (p.) have been out.	تاسي وتلي ياست.			تاسي
She has been out.	هغه وتلي ده.			هغه
She has been out.	هغه وتلي دي.			هغه
They have been out.	هغوى وتلي دي.			دوى / هغوى

2. Transitive Verbs. Transitive verbs are those whose context entails one or more direct object. The following three rules apply when we use these verbs in the present perfect tense.

- 1) The oblique/objective case is used for subject pronouns.
- 2) The present perfect form of the main verbs is made by adding *yay* / ي to their infinitive forms.
- 3) The auxiliary *To be* verb is added at the end of the sentence, which must agree with the object pronoun (i.e., feminine, masculine, singular, plural). See below some examples for each object pronoun in the present perfect tense.

English	Sentence	Present Perfect	Infinitive Form	Object (Direct)	Pronoun
I have sent [a] letter.	ما ليک لېږلي دی.	لېږلي	لېږل	لیک	ما
I have sent [a] notebook.	ما کتابچه لېږلي ده.	لېږلي	لېږل	کتابچه	ما
We have sent letters.	مونږ ليکونه لېږلي دي.	لېږلي	لېږل	ليکونه	مونږ
You (s.) have beaten me.	تا زه وھلي یم.	وھلي	وھل	زه	تا
You (p.) have beaten Khalida [a female].	تاسو خالده وھلي ده.		وھل	خالده	تاسو
She has beaten you.	هغه ته وھلي يې.		وھل	ته	هغې

B. Past Perfect Tense

a) **Intransitive Verbs.** The Present Perfect rules explained earlier apply to the Past Perfect tense. The only difference is that the auxiliary *To be* verb takes its past tense form. See below:

English	Sentence	Present Perfect	Infinitive Form	Pronoun
I had been out.	زه وتلي وم.	وتلي	وتل	زه
We had been out.	مونږ وتلي وو.			مونږ
You (s.) had been out.	ته وتلي وې.			ته
You (p.) had been out.	تاسې وتلي وئ.			تاسې
She had been out.	هغه وتلي وه.			هغه
She had been out.	هغه وتلي و.			هغه
They had been out.	هغوی وتلي وو.			دوی / هغوی

b) Transitive Verbs. The Present Perfect rules explained earlier applies to the Past Perfect tense. The only difference is that the auxiliary *To be* verb takes its past tense form. See below:

English	Sentence	Present Perfect	Infinitive Form	Object (Direct)	Pronoun
I had sent [a] letter.	ما ليک لېږلي و.	لېږلي	لېږل	لیک	ما
I had sent [a] notebook.	ما کتابچه لېږلي وه.	لېږلي	لېږل	کتابچه	ما
We had sent letters.	مونږ ليکونه لېږلي وو.	لېږلي	لېږل	ليکونه	مونږ
If the second subject is the "dower" and the first subject acts as an "object," the verb agrees with the object. See below:					
You (s.) had beaten me.	تا زه وھلي وم.	وھلي	وھل	زه	تا
You (p.) had beaten Khalida [a female].	تاسو خالده وھلي وه.	وھلي	وھل	خالده	تاسو
She had beaten you.	هغې ته وھلي وې.	وھلي	وھل	ته	هغې



Learning Activity 6. Make positive present perfect sentences. Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. The words are scrambled.

۱ _____ (زه / لوستل / پښتو / دی)

۲ _____ (ته / ډوډی / خوړل / دی)

۳ _____ (دوی / تلل / دی)

۴ _____ (مونږ / ښاپښته / وھل / دی)

۵ _____ (تاسې / اوږه / څښل / دی)



Learning Activity 7. Make negative present perfect sentences using the same sentences. Make sure all parts (e.g., pronoun, auxiliary, object, verb) are in agreement. The words are scrambled.

- ۱ (زه / لوستل / نه / پښتو / دی) _____
- ۲ (ته / ډوډی / نه / خوړل / دی) _____
- ۳ (دوی / نه / تلل / دی) _____
- ۴ (مونږ / نه / ښاپښته / وهل / دی) _____
- ۵ (تاسې / اوبه / نه / څښل / دی) _____



Learning Activity 8. Make positive past perfect sentences. Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. The words are scrambled.

- ۱ (زه / لوستل / پښتو / دی) _____
- ۲ (ته / ډوډی / خوړل / دی) _____
- ۳ (دوی / تلل / دی) _____
- ۴ (مونږ / ښاپښته / وهل / دی) _____
- ۵ (تاسې / اوبه / څښل / دی) _____



Learning Activity 9. Make negative past perfect sentences of the same sentences. Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. The words are scrambled.

- ۱ (زه / لوستل / نه / پښتو / دی) _____
- ۲ (ته / ډوډی / نه / خوړل / دی) _____
- ۳ (دوی / نه / تلل / دی) _____
- ۴ (مونږ / نه / ښاپښته / وهل / دی) _____
- ۵ (تاسې / اوبه / نه / څښل / دی) _____



Learning Activity 10. First, use the verbs that you learned so far to create a short past tense story. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmates for feedback. Look up some words using Pashto online dictionaries.

Language and Culture Note 3.

Relationship Building

Afghan culture is relationship oriented. People get their transactions done easier and quicker if they know someone. They also depend on their networks to get a job. Although an applicant might be a suitable fit for a position, the job is mainly offered to an applicant with connections. Hiring committees also consider loyalty crucial and typically offer a job to someone whom they know and trust.

CAREER PLANNING -OFFICIAL JOBS

کسب او کار – رسمي دندې

CHP 6. L 1. ESSENTIAL QUESTIONS

- What are the challenges and impact of corruption in the process of career planning and obtaining employment in Afghanistan?



Learning Activity 11. Look at the picture and answer the following questions.

- What story does the picture tell in the context of the content covered so far?
- What are some common practices in your culture to get a job besides being qualified?

Reading Strategies

Connecting with the Topic

Read the title and consider the information you will encounter in the passage. The title usually presents the topic of the reading. Relating to the topic by connecting your interests and experience is also essential. This approach will keep you focused and help you better comprehend the information.

CHP 6. L 1. READING



Learning Activity 12. Read the following text adapted from an online article about *the effect of change on government institutions*. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

The Effect of Change on Government Institutions

په دولتي ادارو کې د بدلون بدلون اغېزې

سپټامبر ۱۳، دوشنبه ۱۳۹۱/۶/۱۳۱۳۹۱

په هېواد کې پرېمانه (دېر زيات) اقتصادي، سياسي، ټولنيزې او فرهنگي ستونزې (مشكلات) او په مقابل کې ئې د دولتي چارواکو (اداري کارکونکي) بې تفاوتې ددې سبب کيږي، چې اولس له دولتي ادارو څخه زړه تورې (مايوس) شي او په شکايتونو او مظاهرو لاس پورې کړي. د کارونو او کارکوونکو نه څارنه (نگهداري) ددې سبب کيږي چې په ادارو کې د قانون څخه سرغړونې وشي او اداري فساد ته لاره هواره شي او کارونه د ځنډ او ځنډ (مانع) سره مخامخ شي. همدا علت دی چې په تېرو لسو کلونو کې وزارتونه په دې نه دي توانيدلي چې پرتاکلي وخت پر اختيايي (انکشافی) بودجې مصرف کړي.

زياتره اقتصاد پوهان په دې نظر دي، چې په اداره کې هغه وخت ستونزې زياتيږي، چې د نوې ټاکنې پر وخت يو شمير اداري مهارتونه او اصول له پامه وغورځول شي. که څه هم په هېواد کې د اداري وړتياو لوړولو او اصلاحاتو راوستلو له پاره يو شمير سازمانونه او کمپسيونونه کار کوي خو بيا هم په هېواد کې اداري ستونزې ورځ تر بلې زياتيږي. د دې له پاره چې په وطن کې سالمه (سم) او بامسئوليتنه اداره رامنځ ته شي، په کار ده چې د اداري مهارتونو او اصولو تر څنگ دغه لارښوونې هم په پام کې ونيول شي:

- د نويو ټاکنو پر وخت دې وړتيا په پام کې ونيول شي او له هر ډول مصلحتونو دې مخنيوی وشي .

- اداري چارواکي دې په منظم ډول له اداري کارونو او کارکوونکو څارنه او کنترول وکړي او له دوی څخه دې د کړنو په تړاو اوونيز او مياشتني راپورونه وغواړي او هغه دې وڅېړي.

- په دولتي ادارو کې دې د مکافاتو او مجازاتو اصل پلي شي او له هر ډول اداري سرغړونو سره دې پريکنده چلند وشي.

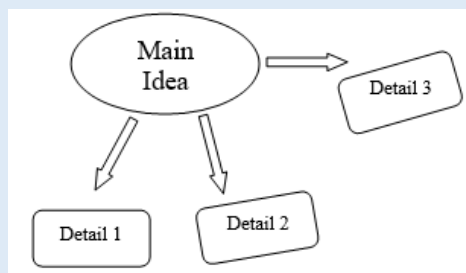
Source: DW - ۱۳/۶/۱۳۹۱ - په دولتي ادارو کې د بدلون بدلون اغېزې

CHP 6. L 1. AFTER READING

Reading Strategies

Using a Graphic Organizer

As explained in earlier lessons, using graphic organizers helps you to visualize the organization of ideas in a passage. Draw a graphic organizer and identify the relationships between ideas.



Understanding the Reading



Learning Activity 13. Check your understanding by choosing whether the following statements are true/صحیح (ص) or false/غلط (غ). You can look up some words using an online Pashto dictionary.

Statement جمله		True صحیح / False غلط
1.	This article is about corruption in government offices.	
2.	Government officials ignore the country's economic and political problems.	
3.	Government employees need to be more satisfied and motivated.	
4.	Most government offices spend their development budget on time.	
5.	An applicant's skills and qualifications are overlooked during the hiring process.	
6.	Some organizations have successfully implemented hiring reforms.	
7.	One suggestion is to consider a candidate's ability rather than connections.	
8.	The tone of this passage is very critical.	
9.	The author is optimistic.	
10.	The author recommends a reward and punishment system as a solution.	



Learning Activity 14. Work with a partner or alone. Read the article “The Effect of Change on Government Institutions?” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 15. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “The Effect of Change on Government Institutions” in your own words.



Learning Activity 16. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.). The statements are related to the reading passage.

اداري فساد	چارواک	پرېمانه	مهارتونه	مکافات او مجازات
------------	--------	---------	----------	------------------

۱ اوس مهال په هېواد کې _____ اقتصادي ستونزې شتون لري.

۲ دولتي _____ د کارکونکو نه څارنه نه کوي.

۳ کارونه د ځنډ او ځنډ سره مخامخ کړي دي.

۴ د نوې ټاکنې په وخت کې اداري _____ او اصول په پام کې نه نيول کېږي.

۵ د _____ اصل پلي کول اداري سرغړونې به کم کړي.

CHP 6. L 1. APPLYING KNOWLEDGE



Learning Activity 17. Refer to the passage “Career Planning – Official Jobs” in the Introduction. Work with a partner or alone. Write a short email in Pashto to a friend and talk about the labor practices in Afghanistan. Also, mention if anything the passage has surprised you. Use an online Pashto dictionary to look up some words.

CHP 6. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 18. In English, compare Afghans customs related to *career planning* with those in your culture. What similarities and differences do you notice?

CHP 6. L 1. EVALUATING



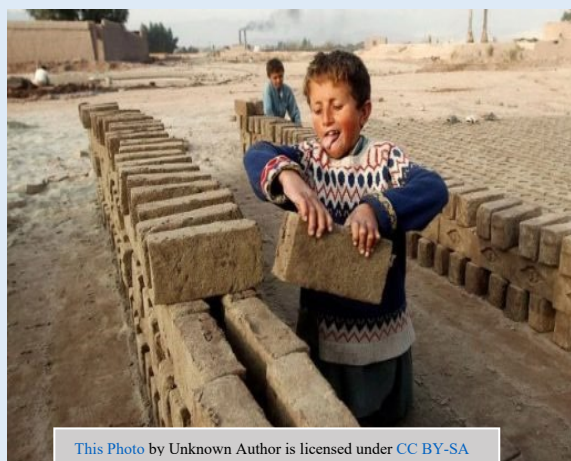
Learning Activity 19. Select 2-3 practices related to *career planning*. Explain how those traditions reflect culture. In English, describe below.



Learning Activity 20. Based on what you have learned and acquired, in English, explain the important elements in getting an official job with governmental/non-governmental institutions in Afghanistan.

Language and Culture Note 4.

Childhood – a Full-time Job



This Photo by Unknown Author is licensed under CC BY-SA

In Afghanistan, childhood (ګاونډیتوب) is often a full-time job, and for many, school is not an option. Although (که څه هم) the country has a labor law preventing child labor, at least ¼ of Afghan children work to provide for their families. Young children between the ages of 8-17 are involved with heavy (دروند) physical labor work with extended hours. In most cases, they wake up (وینیدل) early in the morning (5:00 AM) to start work. Even children as young as 6 years old work in brickmaking, carpet weaving, construction, mining, and farming. Some are also involved in collecting garbage (کثافات) or selling trinkets on the street.

Source:

[Many Afghan kids have to work to help their families survive - The Washington Post](#)
[In Afghanistan, childhood is often a full-time job - Los Angeles Times \(latimes.com\)](#)

CHP 6. L 1. CRITICAL THINKING



Learning Activity 21. Research on the internet or brainstorm with a classmate how youths plan for their career in Afghanistan and what are factors that influence their decisions. In English, write your findings in the following space:

CHP 6. L 1. CREATING



Learning Activity 22. Based on what you have learned and acquired so far, create an informational sheet in Pashto language and explain effective career planning practices in Afghanistan. Refer to online resources for further help.



Learning Activity 23. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

بنده حیران، خدای مهربان

Transliteration: bandah hyrān xdāy mehrabān

Literal: Man marvels, God's kind

Meaning: This expression speaks to the concept of divine benevolence and the human capacity for wonder. This saying suggests that while humans may be surprised or overwhelmed by the course of events in their lives, these occurrences are under the kind and benevolent guidance of a higher power, God. The essence of this proverb is to foster trust in divine providence and the belief that God, in his kindness, has a plan even when circumstances appear confusing or daunting to us. This proverb is often used in contexts where events unfold in unexpected ways, encouraging people to trust in the benevolence of the divine even in face of uncertainty or surprise, reminding them that there may be a larger, benevolent design at play which we may not immediately understand.

CHP 6. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify common important elements in getting a job in Afghanistan.	
2.	I can explain how Afghan prepare themselves for a career.	
3.	I can ask and answer questions about career planning.	
4.	I can explain challenges that may impact employability in Afghanistan.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

LESSON 2

دویم درس

SELF-EMPLOYMENT

شخصی کاروبار

CHP 6. L 2. ESSENTIAL QUESTIONS

- What jobs and careers are available in rural areas to meet the individual and societal needs of Afghans?
- What factors and special skills need to be considered when selecting and preparing for employment or career paths for future success?



Discuss the following questions with a partner about the student in the picture. Write down the main points on a piece of paper.

- Does the picture tell a story how?
- How are youths planning for their career in your culture?

CHP 6. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to explain what jobs and careers are available in rural areas. You will also identify essential elements that affect employability in Afghanistan. The grammatical aspect of the lesson will focus on the past perfect tense (کول and کپدل) and past perfect progressive tense.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 6. L 2. Lesson Learning Checklist).

CHP 6. L 2. INTRODUCTION

 **Learning Activity 1.** Listen to the audio about how Afghans prepare themselves for a career and the important elements in getting a desired job. Write down any words that you need help understanding.



Career Planning – Jobs in Rural Areas

کسب او کار – په کلیوالي سیمو کې دندې

ځالده	ښاپېسته جاني، زه په ښاري سیمو کې د کارونو په اړه پوهیږم. مهرباني وکړئ ما ته په کلیوالي سیمو کې د دندو په اړه یو څه معلومات راکړئ.
ښاپېسته	ځالده جاني په کلیو کې خلک په شخصي کارونو بوخت دي. تقریباً ۷۰-۸۰ سلنه خلک کرڼه او مالدارۍ کوي. کرڼه او مالدارۍ د افغانستان د کار تر ټولو مهمه منبع ده. ډېر زیات ځوان کارگران پدې بخش کې کار کوي، ځینې یې بې معاشه کارگران دي.
ځالده	زڼانه څنگه؟ ایا هغوی هم د کور نه بهر کار کوي؟
ښاپېسته	هو، ښځینه هم د کور څخه بهر کار کوي، خو د هغوی د گډون کچه په سلو کې ۲۹ ټیټه ده. تقریباً ۶۰ سلنه میرمنې د مالدارۍ په سکتور کې کار کوي.
ځالده	هغوی بیا تنخواه اخلي؟
ښاپېسته	په هرو پنځو ښځینه کلیوالي کارکونکو کې څلور یې د کورنۍ بې معاشه کارگران دي، په پرتله یې له هرو پنځو نارینه کارگرانو څخه یوازې یو یې بې معاشه کار کوي.
ځالده	ډېره جالبه، خبر یوسي!
ښاپېسته	هیله کوم.

Source: [Unlocking the Potential of Agriculture for Afghanistan's Growth \(worldbank.org\)](http://Unlocking the Potential of Agriculture for Afghanistan's Growth (worldbank.org))

Language and Culture Note 1.

Agriculture Sector in Afghanistan

Agriculture (زراعت) has traditionally contributed to a large portion (برخه) of Afghanistan's economy. Between 70-80 percent of Afghans work on farms (کرونده), and 61 percent of all household income comes from agriculture. Unfortunately (له بده مرغه), continued war and infighting in Afghanistan have destroyed most agricultural infrastructure. In the 1970s, before the war (جگړه), the country was a lead global supplier of horticultural products (e.g., wheat, rice, corn, barley, etc.), accounting for 48 percent of exports (Yousufi 2016, 36–42).

CHP 6. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. For the audio and more practice, use the vocabulary practice cards activity in the e-book.

English	Transliteration	پښتو
private job	šaxsi kār	شخصي کار ۱
busy	boxt	بوخت ۲
animal breeding	māldār[əy	مالدارۍ ۳
agriculture	karhaṇah	کرهڼه ۴
source	manba'	منبع ۵
salary	ma' āš/tanxwā/mazd	معاش/ تنخواه / مزد ۶
labor	kārgar	کارگر ۷
farmer	bazgar/dahqān	بزگر / دهقان ۸
level	kačah	کچه ۹
sector	saktor	سکتور ۱۰
watching/taking care of	cāranah	څارنه ۱۱
compare	partalah	پرتله ۱۲
only	ywāze	یوازي ۱۳
information	ma 'lumāt	معلومات ۱۴
animal	cārwi	څاروی ۱۵

Listening Strategies

Connecting to the Topic

Before listening to the passage, look up the topic and develop some background information about it. After listening, continue to engage with the subject. Focus on stressed words and pay attention to repeated terms and pauses. It is also essential to consider some questions while listening to the passage. This will help you better focus and understand the information.



Learning Activity 3. Match the words and phrases to their Pashto equivalents.

animal breeding	شخصي کار
source	څاروي
watching	بزرگر
animals	مالدارۍ
salary	منبع
farmer	معاش
compare	څارنه
private job	کارگر
agriculture	پرته
labor	کرنه



Learning Activity 4. Define the following English words in Pashto.

agriculture	سکتور
animal breeding	مالدارۍ
sector	څاروی
animal	بزگر
farmer	کارگر
labor	کرنه



Understanding the Listening



Learning Activity 5. Listen to exchange at the beginning of the lesson (CHP 6. L 2. INTRODUCTION) and answer the following T/F questions. Write غلط (غلط) for false and ص (صحیح) for true statements.

Statement جمله	True صحیح / False غلط
The article talks about typical jobs that people have in rural areas.	
The first speaker already knows about the types of jobs available in urban areas.	
Agriculture and livestock account for more than 70 percent of jobs in Afghanistan.	
Most farmers are young Afghans.	
Most farmers are older people.	
The percentage of women in the agriculture sector is more than men.	
Agriculture and livestock are the most important sources of income and employment.	
People who work in the agriculture industry are all paid workers.	
The percentage of women who receive wages is more than men.	
The percentage of men who receive wages is more than women.	

Language and Culture Note 2.

The Elements of Agriculture Production

Land, water, seed, animal (حيوانات) or mechanical power, and human (انسان) labor are the agriculture production (توليدات) elements in Afghanistan. In most cases, farmers do not own the land. The landowner supplies the first four elements; farmers contribute the last element (human labor) and receive one-fifth of the resulting crops. This means the individual who plows, plants, weeds, tends, reaps, and winnows the crop receives only one-fifth due for labor. These farmers (بزگران) will have to manage to support their families with “one-fifth” of the crops.

CHP 6. L 2. DIRECT INSTRUCTION

A. Past Perfect Tense

1. *Kedal* / کېدل

Remember that the suffix *kedal* / کېدل is added after an adjective to make the infinitive form of a verb. For example: *to sleep* / ویده کېدل. The past perfect stem of *kedal* / کېدل is *šwe* / شوي. To use a verb, consist of *kedal* / کېدل in the past perfect tense, use the following:

- Sentence structure: Subject + noun/adjective + *šwe* + helping verb (to be).
- The subject pronoun's regular form is used (NOT the oblique case).
- Verb and helping verb agree with the subject.

See below how the verb *to sleep* / ویده کېدل is used for each subject pronoun in the past perfect tense.

English	Sentence	Present Perfect	Infinitive Form	Pronoun
I was sleeping.	زه ویده شوي وم.	ویده شوي	ویده کېدل	زه
We were sleeping.	مونږ ویده شوي وو.	بڼه		مونږ
You (s.) were sleeping.	ته ویده شوي وې.			ته
You (p.) were sleeping.	تاسې ویده شوي وئ.			تاسې
She was sleeping.	هغه ویده شوي وه.			هغه
She was sleeping.	هغه ویده شوي و.			هغه
They were sleeping.	هغوی ویده شوي وو.			دوی / هغوی

2. *kawal* / کول

Remember that the suffix *kawal* / کول is added after an adjective to make the infinitive form of a verb. For example: *to upset/piss off* / خپه کول. The past perfect stem of *kawal* / کول is *kre* / کړې. To use a verb, consist of *kawal* / کول in the past perfect tense, use the following:

- Sentence structure: subject + noun/adjective + *kar*e* + helping verb (to be).
- Use the objective/oblique case for the subject.
- The verb and helping verb agree with the object (direct).

See below how the verb *to make sad* / خپه کول is used for each object pronoun in the past perfect tense.

English	Sentence	Object (Direct)	Stem	Infinitive Form	Pronoun (Oblique)
You had made me sad.	تازه خپه کړې وم.	زه	خپه کړې	خپه کول	تا
I had made them sad.	ما دوی خپه کړي وو.	دوی			ما
We had made you sad.	مونږ ته خپه کړي وې.	ته			مونږ
Khalida had made you sad.	خالدې تاسې خپه کړې وئ.	تاسې			خالده
You had made her sad.	تاسو هغه خپه کړي وه.	هغه			تاسو
She had made him sad.	هغې هغه خپه کړي و.	هغه			هغې
Shakar Khan had made us sad.	شکر خان مونږ خپه کړي وو.	مونږ			شکر خان

B. Past Perfect Progressive Tense

- Intransitive Verbs.** The infinitive form of the main verb is used. The verb is conjugated according to the subject pronoun. See the how the verb *to dance* / گډېدل has been used for each subject pronoun:

English	Sentence	Present Perfect	Infinitive Form	Pronoun
I was dancing at the picnic.	زه په مېله کې گډېدلېم.	گډېدېم	گډېدل	زه
We had been dancing at the picnic.	مونږ په مېله کې گډېدلو.			مونږ
You (s.) had been dancing at the picnic.	ته په مېله کې گډېدلې.			ته
You (p.) had been dancing at the picnic.	تاسې په مېله کې گډېدلې.			تاسې
He had been dancing at the picnic.	هغه په مېله کې گډېده.			هغه
She had been dancing at the picnic.	هغې په مېله کې گډېدله.			هغې
They (masculine) had been dancing at the picnic.	هغوی په مېله کې گډېدل.			دوی / هغوی
They (feminine) had been dancing at the picnic.	هغوی په مېله کې گډېدلې.			دوی / هغوی

2. **Transitive Verbs.** In sentences where transitive verbs (with a direct object) are used, the objective/oblique case is used for the subject pronoun, and the verb agrees with the object rather than the subject. See below some examples:

English	Sentence	Stem	Infinitive Form	Object (Direct)	Pronoun (Oblique)
I was sending [a] notebook to my family.	ما خپل کورنۍ ته لیک لېږلې.	لېږل—	لېږل	لیک	ما
You were sending [a] notebook to your family.	تا خپلې کورنۍ ته کتابچه لېږلې.			کتابچه	مونږ
You were sending letters.	تا لیکونه لېږلې.			لیکونه	تا
You were hitting me.	تا زه وځلم.			زه	تاسو
You were hitting Khalida [a female].	تاسو خالده وځله.			خالده	هغه
She was hitting you.	هغې ته وځلې.			ته	هغې
They were driving [a] car.	دوی موټر چلولې.				دوی / هغوی



Learning Activity 6. Make **positive past perfect** sentences with the verb **کېدل**. Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. The words are scrambled.

۱ (زه / ترې / کېدل / پښتو / دی) _____

۲ (ته / خپه / کېدل / دی) _____

۳ (دوی / وړې / کېدل / دی) _____

۴ (مونږ / سترې / کېدل / دی) _____

۵ (تاسې / وېده / کېدل / دی) _____



Learning Activity 7. Make **negative past perfect** sentences with the verb **کېدل** . Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. The words are scrambled.

۱ (زه / ترې / کېدل / پښتو / دی) _____

۲ (ته / خپه / کېدل / دی) _____

۳ (دوی / وړې / کېدل / دی) _____

۴ (مونږ / ستړې / کېدل / دی) _____

۵ (تاسې / وېده / کېدل / دی) _____



Learning Activity 8. Make **positive past perfect** sentences with the verb **کول** . Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. Use the second subject/pronoun as the Direct Object. The words are scrambled.

۱ (زه / ته / ژوبل / کول / دی) _____

۲ (ته / زه / زخمي / کول / دی) _____

۳ (دوی / تاسې / ستړې / کول / دی) _____

۴ (مونږ / هغه / ټپې / کول / دی) _____

۵ (خالده / خالد / خپه / کول / دی) _____



Learning Activity 9. Make **negative past perfect** sentences with the verb **کول** . Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. Use the second subject/pronoun as the Direct Object. The words are scrambled.

۱ (زه / ته / ژوبل / کول / دی) _____

۲ (ته / زه / زخمي / کول / دی) _____

۳ (دوی / تاسې / ستړې / کول / دی) _____

۴ (مونږ / هغه / ټپې / کول / دی) _____

۵ (خالده / خالد / خپه / کول / دی) _____



Learning Activity 10. Make **positive past perfect progressive** sentences. Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. Use the second subject/pronoun as the Direct Object. The words are scrambled.

_____ ۱ (زه / پارتي / په - کي / گډېدل)

_____ ۲ (ته / په کابل کي / اوسېدل)

_____ ۳ (مونږ / ستاسو په خبرو / پوهېدل)

_____ ۴ (خالده / په روژه کي / تږي کېدل)

_____ ۵ (دوی / په سفر کي / سترې کېدل)



Learning Activity 11. Make **negative past perfect progressive** sentences. Make sure all parts (e.g., pronoun, auxiliary, object, verb, etc.) are in agreement. Use the second subject/pronoun as the Direct Object. The words are scrambled.

_____ ۱ (زه / پارتي / په - کي / نه / گډېدل)

_____ ۲ (ته / په کابل کي / نه / اوسېدل)

_____ ۳ (مونږ / ستاسو په خبرو / نه / پوهېدل)

_____ ۴ (خالده / په روژه کي / نه / تږي کېدل)

_____ ۵ (دوی / په سفر کي / نه / سترې کېدل)



Learning Activity 12. First, use the verbs that you learned so far to create a short past tense story. Second, use [Vocaroo | Online voice recorder](https://www.vocaroo.com/) to record yourself reading the story. Then, share the link with your teacher or classmates for feedback. Look up some words using online dictionaries.

Language and Culture Note 3.

Non-Farm Sector and Gender Gap in Labor Force

Although the agriculture sector is Afghanistan's primary (لومړني) source of employment and income (درآمد), the non-farm sector has dominated in recent years. Family-based, small-scale trade activities (فعالیتونه) and retail trade, including shopkeeping activities, have contributed to the sources of employment in Afghanistan. More people (خلک) also work in construction jobs.

As indicated elsewhere, the Afghan work focus is male-dominated, and the female (ښځې) participation rate is meager. Seven out of ten workers are men, reflecting strong gender-based differentials in labor (مزدور) force participation. This gap is stronger in urban areas where one out of five women participate in the labor force. This information is based on a report published in 2010 when the internationally (په نړېواله کچه) backed government was in power (2001-2021). With the return of the Taliban to power in August of 2021, the role of women in the Afghan labor market further marginalized (حاشیه).

Source: Government of Afghanistan, Ministry of Education (2010) "National Education Strategic Plan for Afghanistan 1389- 1393 (2010-2014)"

SELF-EMPLOYMENT

شخصي کاروبار

CHP 6. L 2. ESSENTIAL QUESTIONS

- What are the key challenges and opportunities for the development of Afghanistan's agriculture sector?



Learning Activity 13. Look at the picture and answer the following questions.

- What story does the picture tell?
- What are some common practices in your culture that farmers use?

Reading Strategies

Determine Importance

Focus on the big idea. So what? Find big ideas and why they are important. Look for explanations. Use your background information to connect the dots and understand the relationship between events, practices, and other sorts of information provided in the passage. This approach will keep you focused and help you better understand the information.

CHP 6. L 2. READING



Learning Activity 14. Read the following text adapted from an online article called *The Effect of Change on Government Institutions?* As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up some words using a Pashto online dictionary.

Afghanistan's Economy and Existing Obstacles

د افغانستان اقتصاد او شته خنډونه

۲۰۱۵

افغانستان يو غرنی هېواد دی او د دې هېواد اکثره وگړي په بزگري ، مالداري بوخت دي. اوس مهال (۲۰۱۵) د افغانستان د کرهڼي سکتور د ودې په حال کې دی او ۸۵ سلنه اوسیدونکي د زراعت په سکتور کې په کار بوخت دي. دولت ته په کار ده چې دې سکتور ته خاصه توجه وکړي، ځکه د یو هېواد بنسټ په اقتصاد ټینګ ولاړ وي، که پیاوړې اقتصاد ولرو نو بیا به لرې نه وي چې زموږ د هېواد وگړي به له پرمختګ څخه شاته پاتې شي. هېواد هغه مهال پرمختګ کوي چې وگړي یې په کار بوخت وي، په هره برخه کې پیاوړي او روزلي کسان ولري، که زموږ د هېواد تکړه تجاران همدا شان پیسې له هېواد څخه د باندې و باسي او د نورو هېوادونو توکي افغانستان ته را وارد کړي نو له دې سره به زموږ د هېواد اقتصاد ضعیف شي او د افغانیو ارزښت به هم له لاسه ورکړو. ځکه دلته دننه په هېواد کې مونږ داسې زیرمه یا د پیسو کان نه لرو چې پیسې ترې و ځیريږي او خلک یې له پیسو څخه گټه پورته کړي.

Adapted from: blogfa.com (د افغانستان اقتصاد او شته خنډونه)

CHP 6. L 2. AFTER READING

Reading Strategies

Using a T-Chart

T-chart is another type of graphic organizer. It will help you to compare two things by writing them on each side of a T-chart. Then review the information on both sides to the T and write a conclusion or summary of the topic.

For example, you can organize information based on the areas the author is happy about and the areas that need improvement.

Happy	Unhappy
Agree culture sector is booming.	The government does not pay special attention to the agriculture sector.

Understanding the Reading



Learning Activity 15. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online dictionary.

Statement جمله		True صحيح / False غلط
1.	Most Afghans work in agriculture and animal husbandry.	
2.	Less than eighty percent of Afghans are working in the agriculture industry.	
3.	The author is optimistic about the growth of the agriculture sector.	
4.	The author is promoting imports of goods from other countries.	
5.	The author wants the government to pay attention to the agriculture sector.	
6.	Businesspeople take their money outside of the country.	
7.	Afghan currency may lose its value if the current situation prevails.	
8.	Overall, the author's tone is positive.	
9.	Overall, the author's tone is negative.	
10.	The author provides some good recommendations on how the government can boost the country's economy.	



Learning Activity 16. Work with a partner or alone. Read the article “Afghanistan's Economy and Existing Obstacles” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 17. Finding the Main Idea

Work with a partner or alone and write in Pashto the main idea of the reading “Afghanistan's Economy and Existing Obstacles” in your own words.



Learning Activity 18. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words (i.e., verb, oblique form, singular/plural form of nouns, etc.). The statements are related to the reading passage.

بزرگري	تجاران / سوداگران	هېواد	ارزښت	اقتصاد
--------	-------------------	-------	-------	--------

- ۱ افغانستان يو غرنی _____ دی.
- ۲ افغانان معمولاً د _____ په کارونو کې بوخت دي.
- ۳ د هېواد بنسټ په _____ ولاړ دی.
- ۴ ضعیف اقتصاد د پیسې _____ کموي.
- ۵ اوس مهال _____ پیسې له هېواد څخه د باندې باسي.

CHP 6. L 2. APPLYING KNOWLEDGE



Learning Activity 19. Refer to the passage “Career Planning – Jobs in Rural Areas” in the Introduction. Work with a partner or alone. Write a short email in Pashto to a friend and talk about job practices in Afghanistan. Also, mention if anything the passage has surprised you. Use an online Pashto dictionary to look up some words.

CHP 6. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 20. In English, compare Afghans customs in tradition related to *career planning* in rural areas with those in your culture. What similarities and differences do you notice?

CHP 6. L 2. EVALUATING



Learning Activity 21. Select 2-3 practices related to *career planning*. Explain how those practices reflect culture. In English, describe below.



Learning Activity 22. Based on what you have learned and acquired, in English, explain what jobs and careers are available in rural areas to meet individual and societal needs of Afghans?

Language and Culture Note 4.

Livestock in Afghanistan

According to a report (دراپور په اساس) by Food and Agriculture Organization (FAO) in 2003, the years of drought and war has seriously reduced herds in Afghanistan. Livestock production is a significant source of income and food (ډوډی) for many Afghan farmers and their families. For some, like Kochi nomads, it is the only source of income. The report shows that drought has increased the number of families without livestock (څاروي) from 11.4 to 14.4 per community. In addition to cattle, the number of oxen has also decreased. Oxen are used as a major source of farm labor for plowing, transport, and threshing. Not having enough (کافي) oxen can affect farming.

Additionally, Afghanistan imports (وارد) animals from neighboring countries to deal with the shortage. However, these animals are imported without adequate veterinary control, which can lead to the spread of infectious diseases.

Source: [FIRST-EVER LIVESTOCK CENSUS IN AFGHANISTAN | UN Press](#)



CHP 6. L 2. CRITICAL THINKING



Learning Activity 23. Research on the internet or brainstorm with a classmate how youths plan for their career in rural Afghanistan. What factors do they consider and how are those factors similar or different in your culture? In English, write your findings in the following space:

CHP 6. L 2. CREATING



Learning Activity 24. Based on what you have learned and acquired so far, create an informational chart to write about the similarities and differences between self-employment in rural Afghanistan and that of your own community. Use images to enhance your presentation.

زما ښار	افغانستان



Learning Activity 25. Read the proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

پښتو متل

PASHTO PROVERB

څه چې کړي، هغه به رښي.

Transliteration: cah če kare hağah bah rebe.

Literal: What you cultivate, you will reap

Meaning: This proverb is a reflection of the universal principle of cause and effect. Essentially, it suggests that the outcomes we experience in life are a direct result of our actions. If we cultivate good habits, kindness, and hard work, we will reap the benefits of those actions. Conversely, if we cultivate negativity, harm, or laziness, we will experience the negative consequences of those choices. This proverb is akin to the phrase "you reap what you sow" in English, and it serves as a reminder to consider the consequences of our actions carefully. It's typically used in contexts where there's a need to emphasize the importance of personal responsibility and the understanding that our present actions determine our future outcomes.

CHP 6. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify typical jobs people perform in rural areas of Afghanistan.	
2.	I can describe special skills needed to be considered when selecting and preparing for employment or career paths in Afghanistan.	
3.	I can ask and answer questions about agriculture and livestock in Afghanistan.	
4.	I can explain challenges that farmers may face in Afghanistan.	
5.	I can read an authentic Pashto text and retell its main idea.	
6.	I can say a Pashto proverb and explain the context in which it is used.	

CHP 6. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 6.

Chapter Objectives:

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *work and professions* in Afghanistan.
- Exchange information in conversations and some discussions on *work and professions* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Tell stories about school and community events and personal experiences relevant to Afghan *work and professions*, using a few short paragraphs, often across various time frames.
- Compare products and practices in my own and other cultures related *career planning* in Afghanistan.

CHP 6. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 6

Topic: Work and Professions in Afghanistan

Objective: To demonstrate understanding of the Pashto language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on career preparation, employment challenges, and opportunities in Afghanistan, especially in the context of governmental and non-governmental sectors, rural employment, and agriculture.

- **Interpretive Mode**

- Task: Read an informative article in Pashto that discusses career preparation in Afghanistan, the process of securing employment in various sectors, and the challenges faced due to corruption.
- Assessment:
 - Write a comprehensive summary in Pashto, encapsulating the key aspects of the article.
 - Reflect on the similarities and differences between career preparation and employment challenges in Afghanistan and your own country.

- **Interpersonal Mode**

- Task: Engage in a dialogue with a peer in Pashto, discussing:
 - Perspectives on the importance of different factors and skills in choosing and preparing for a career.
 - Experiences or opinions on overcoming employment challenges and making the most of opportunities in one's career.
- Assessment:
 - Active participation in the conversation, demonstrating the ability to effectively exchange information, opinions, and experiences.
 - Use of appropriate vocabulary and expressions related to work, professions, and career planning.

- **Presentational Mode**

- Task: Prepare and present in Pashto on one of the following topics:
 - "Challenges and Opportunities in Afghanistan's Agricultural Sector" focusing on current trends and future potential.
 - "Career Opportunities in Rural Afghanistan" exploring available jobs and how they meet the societal needs.

Assessment:

- Clarity and organization of the presentation.
- Accurate use of relevant vocabulary and grammar structures.
- Ability to engage the audience and convey your understanding of the topic.

- **Peer Review and Discussion (Post-Presentational Task)**
 - Task:
 - Conduct a peer review session, providing constructive feedback on classmates' presentations, focusing on content accuracy, language use, and presentation skills.
 - Participate in a group discussion, synthesizing the key points from all presentations and sharing insights on the broader topic of work and professions in Afghanistan.
 - Assessment:
 - Quality of feedback offered, focusing on both strengths and areas for improvement.
 - Active and meaningful participation in the discussion, demonstrating a comprehensive understanding of the topic and the ability to connect individual insights to broader themes.

CHP 6. VOCABULARY

English	Transliteration	پښتو
official job	rasmi dande	رسمي دندې
topics/subjects	mawzo' āt	موضوعات
to find a job	kār mondal	کار موندل
literacy	sawād	سواد
wealth	štamanəy	شتمنی
to escape	taštedal	تشتېدل
work force	kāri jwāk	کاري ځواک
to complete	bašpaṛawal	بشپړول
examination	āzmoyanah	ازموینه
fail/unsuccessful	nākām	ناکام
in lifetime	d žwand pah auždo ke	د ژوند په اوږدو کې
skills	mahārat	مهارت
profession	maslak	مسل
to graduate	fārağ kedāl	فارغ کېدل
to compete	syāləy	سپال
private job	šaxsi kār	شخصي کار
busy	boxt	بوخت
animal breeding	māldār[əy	مالدارۍ
agriculture	karhaṇah	کرهڼه
source	manba'	منبع
salary	ma' āš/tanxwā/mazd	معاش/تنخواه/مزد
labor	kārgar	کارگر
farmer	bazgar/dahqān	بزگر/دهقان
level	kačah	کچه
sector	saktor	سکتور
watching	cāranah	څارنه
compare	partalah	پرتله
only	ywāze	یوازې
information	ma 'lumāt	معلومات
animal	cārwi	څاروی